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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with career guidance activities in group settings, i.e., elementary and secondary schools, colleges, correctional institutions, community mental health agencies, and youth services organizations. The goal of this module is to help participants: (1) create a basic plan for structuring a career guidance group; (2) promote participation in group activities; (3) recognize barriers and employ appropriate interventions; and (4) obtain feedback on the group's effectiveness. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

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PROVIDING CAREER GUIDANCE IN A GROUP SETTING

Module 34

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Perry Samuels
American Institutes for Research

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COORDINATOR'S GUIDE

Module Goal and Objectives*

Module Goal

The goal of this module is to provide you, the workshop participant, with knowledge and experience in: (1) identifying elements important to and considerations useful in the structuring of a career guidance group; (2) promoting participation and a sense of trust and respect among group members; (3) recognizing barriers that interfere with effective group process and employing appropriate interventions to overcome such barriers; and (4) obtaining group level feedback on the effectiveness of a career guidance group.

This module is designed for use by persons performing career guidance activities in group settings. Specifically, it is directed at guidance personnel, teachers, counselors, mental health workers, paraprofessionals, and graduate students in guidance. Group settings in which the techniques might be used include elementary and secondary schools, colleges, correctional institutions, community mental health settings (e.g., halfway houses, day treatment programs), and with youth groups (e.g., churches, recreation departments, camps).

Module Objectives

On successful completion of this module, the participant will be able to:

(1) Create a basic plan for structuring a career guidance group appropriate to the particular setting, or to a hypothetical setting, in which s/he is working.

(2) Recognize and offer appropriate responses to behaviors that promote or impede participation, trust, and respect among group members.

(3) Recognize and offer appropriate intervention responses to behaviors that tend to block effective member interaction in a career guidance group.

(4) Outline a plan for obtaining feedback for evaluating the effectiveness of a career guidance group.

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*Assessment criteria for these objectives can be found in the Coordinator's Guide at the end of this module.

Module Outline

Approximate Duration	*Activity*
1/2 hour	Opening The coordinator will explain the structure and purposes of the module. Group will warm up with an introductory activity.
1-3/4 hours	Introduction and Objective 1 Read and discuss introduction and text on elements and considerations of structuring a group. Practice activity, followed by test for achievement of Objective 1 requirements.
1-1/2 hours	Objective 2 Read text and discuss promotion of participation, trust, and respect among group members. Practice activity, followed by test for achievement of Objective 2 requirements.
2 hours	Objective 3 Read text and discuss barriers to effective group process and appropriate interventions. Practice activity, followed by test for achievement of Objective requirements.
2 hours	Objective 4 Read text and discuss methods for obtaining feedback on group's effectiveness. Practice activity, followed by test for achievement of Objective 4 requirements.
1/4 hour	Wrap-up Closing questions, remarks, and feedback.

INTRODUCTORY ACTIVITY

The ability of career guidance personnel to recognize their values and to be aware of how those values may be influential in their work is essential to facilitating a group effectively. With that in mind, this activity will seek to make you more aware of some of your values and of some of the people who have shaped those values in you.

Instructions: Study carefully the list that follows. Then place a "1" next to the value that you feel is the strongest in you. Place a "2" next to the value that seems to be the second strongest in you. Continue in that manner through to "17", it being your relatively weakest value. Please try to rank the values as they exist in actual practice for you, rather than how you'd ideally like them to be. After you have finished the ranking, think over each value and write, in the space provided, who seemed to be the most influential person in your having acquired that value. Obvious possibilities include your mother, father, siblings, grandparents, teachers, and friends. When everyone has finished, volunteers will be sought to share some of the thoughts and feelings produced by this exercise. What have they been for you?

Ranking		Source
_____	Ambitious (hard-working, aspiring)	__________
_____	Broadminded (open-minded)	__________
_____	Capable (competent, effective)	__________
_____	Cheerful (lighthearted, joyful)	__________
_____	Clean (neat, tidy)	__________
_____	Courageous (standing up for your beliefs)	__________
_____	Forgiving (willing to pardon others)	__________
_____	Helpful (working for the welfare of others)	__________
_____	Honest (sincere, truthful)	__________
_____	Imaginative (daring, creative)	__________
_____	Independent (self-reliant, self-sufficient)	__________
_____	Intellectual (intelligent, reflective)	__________
_____	Logical (consistent, rational)	__________
_____	Loving (affectionate, tender)	__________
_____	Obedient (dutiful, respectful)	__________
_____	Polite (courteous, well-mannered)	__________
_____	Self-Controlled (restrained, self-disciplined)	__________

INTRODUCTION

Introduction to Module

- Advantages of providing career guidance in a group setting
- Disadvantages of a group setting
- Focus of this module

This module is one of a series of competency-based, staff development materials that focus on career guidance. These modules have been developed by a consortium of educational institutions to provide practical, effective staff development experiences for guidance personnel working in a variety of settings. The series addresses several areas of concern, including program planning and evaluation, general skills, needs of special populations, intervention techniques for staff, and improving the educational system and its environment on behalf of the clients' career needs.

As indicated in the preceding statements on goals and objectives, this module will focus on some of the issues regarding formation and management of a career guidance group. By providing exposure to some of these issues and to the topic of using groups in a guidance program, we seek to accomplish two things. First, we hope to expand the overall counseling capabilities of guidance personnel. Second, we want to reach those persons who may feel uncomfortable with the group method and processes, so that they might be more inclined to incorporate this method into their repertoire. The first step in this exposure process will be to discuss the advantages and disadvantages of the group method in providing career guidance.

Advantages of Group Counseling

The ability to provide career guidance in a group setting offers several advantages over the achievements possible with individual guidance, both in terms of *increased cost-effectiveness* and *improved learning experiences.* Certainly the greatest material advantage is the opportunity for guidance personnel to present basic skills, ideas, and experiences to several students at one time, rather than having to repeat them to an endless chain of individuals (and running the risk of reduced personnel effectiveness out of sheer boredom). Not only does group guidance make more effective use of guidance personnel's time, but it also justifies the use of more expensive audio-visual materials and outside speakers and reduces the amount of time that an institution's rooms and materials are tied up in the provision of guidance services. Also, guidance personnel are freed to allocate more time to providing services to individuals for problems that are not amenable to the group setting. When such individual sessions occur, it is possible to focus more immediately on specifics because the basics have already been discussed in a group. Lastly, economic advantages are noticed by the community's taxpayers, which is especially important if the idea of career guidance is a relatively new one, meeting with some skepticism upon its introduction.

The advantages in terms of improved learning experiences are even more numerous than those of cost-effectiveness. Some of the more obvious ones include students' exposure to a variety of ideas, experiences, perspectives, and role models as presented by their peers; the opportunity to recognize the commonality of their social and career-related fears and concerns (hopefully resulting in reduced developmental anxiety); the support from other group members when an individual contracts to venture into a new, perhaps threatening, area of interest; and the growth and confidence gained in sharing experiences and advocating points of view in a public setting. Group guidance also facilitates the learning of problem-solving techniques (Glanz & Hayes, 1967), allows time for more thorough examination of a topic than might be available in individual guidance, and increases the visibility of guidance personnel to students, hopefully resulting in improved relationships and ease of communication.

Disadvantages of Group Counseling

Admittedly, there are some disadvantages to group guidance, but, upon analysis, most of them are easily dealt with when the proper balance between individual and group guidance is obtained. The two most notable examples of that are some loss of confidentiality and reduction in the amount of attention that can be focused on any individual's problem or concern.

Lastly, and in this case of rather minor importance, is the fact that group guidance does require a larger facility than does individual and it necessitates more formal coordination of students' schedules. However, relative to the advantages of properly balanced group and individual guidance, it is obvious that the additional energy needed to overcome those disadvantages is well worth the investment.

As you progress through this module, you will probably become aware of other advantages (and disadvantages) of the group approach to career guidance. You may wish to jot them down for your own use later, perhaps in an introduction to a group of students, or in a presentation to a parents or administrative group from whom you are seeking funding or other support.

Focus of This Module

This module will focus on the three areas of providing effective career guidance in a group setting. The first area, *structure*, deals with six major elements, and the considerations within each, that contribute to the design and initiation process for such a group. The second area is *facilitation* wherein the participant will learn the significance of, as well as the ability to recognize and respond appropriately to, several group processes, such as participation, trust, respect, and behaviors that tend to block or otherwise reduce group effectiveness. The final area introduces the task of *evaluation* of the group's effectiveness with the primary emphasis being on possible methods for obtaining feedback regarding group content and process.

This module is intended to deal with the design, initiation, facilitation, and evaluation of a career guidance group. It will not deal with matters of content, such as types of materials to be used in groups, activities to develop students' self-understanding, decision-making skills, or other similar information. Participants should refer to modules or other sources that focus on the specific topic(s) in which they are interested.

Objective 1

Structuring

- The group leader as facilitator
- Importance of an effective group structure
- Six elements of structuring

The Group Leader as Facilitator

For a career guidance group to function properly, guidance personnel, and the group leader in particular, must understand the distinction between teaching a group versus facilitating a group. The role of a facilitator includes encouraging discussion and interaction among the members, bringing out the shy ones while moderating the aggresive ones, keeping members focused on the topics, and providing that little extra nudge or change of pace when things bog down or move too rapidly. Only briefly will a leader be presenting or lecturing on material to be discussed. (To the extent that large amounts of material need to be assimilated by the group, this material would probably be assigned as homework or else presented in a career guidance class associated with the group.)

Hopefully, guidance personnel will have several opportunities to observe and practice group facilitation before they become personally responsible for such leadership. Further discussion of group leadership may be found in Guidance and Counseling in Groups by M. E. Bennett.

Elements of Structuring

To provide effective career guidance services in a group setting, it is essential that a clearly defined, realistic structure be developed and that this structure be conveyed to the group's members in an easily understood manner. The next section will emphasize the elements that make up an effective group structure and how that structure can best be conveyed to the group's members so that they have a useful and enjoyable career guidance experience.

Six important elements should be considered by guidance personnel in the course of their planning and leading a guidance group. These elements are: (1) *group goals*, (2) *group-member selection*, (3) *group norms*, (4) *discussion of group goals and norms*, (5) *initiating the group*, and (6) *summarizing group sessions*. The next few pages will describe these elements, their implementation and the problems thereof, and possible variations appropriate for different career guidance settings.

Importance of Goals

Group goals: The goals selected for a career guidance group may well be the most influential element of all those contributing to the group's structure. The establishment of a specific set of goals will directly influence the length of the group program, the type and depth of materials needed, the amount of outside work required of the members, the specific topics of discussion (including the format and depth of those discussions), and indeed the number of members that can be effectively counselled.

Determining Needs

The goals of a career guidance group can be determined by the *needs of its members*. Guidance personnel can use two basic approaches to meet these needs. They can wait until the expressed or apparent needs of several persons justify the formation of a group that would deal with these specific problems, or they can take a more aggressive approach by anticipating the guidance needs of members in their setting and offering one or more groups on a regular basis. A situation that might use the first approach would be when a major new industry moves into an area and the local schools are asked to expose their students to the types of jobs available in such an industry. An example of the second approach would be providing a group on application and interviewing skills for persons who have neither held a job nor been exposed to the application processes. The decision of which approach to use will probably be influenced by such factors as overall acceptance of career guidance programs, availability of staff and funding, and size and turnover of the institution's population.

Translating Needs Into Goals

Several factors should be considered in translating members' needs into goals for their group. *Educational* and *developmental levels* are two especially important ones. Others include the extent of *prior work and/or career guidance experience*, the *length of time available*, and the *typical career patterns of the member population.* The last item refers to whether most members in a given population are likely to remain in a community setting in which the career options are well defined and perhaps limited (e.g., in rural or farm communities), or whether they are likely to be more mobile, or living in a more cosmopolitan setting, so that exposure to a wide variety of career options would be more beneficial. Working with special populations may require adjustment of goals to meet their *special needs.* For example, persons who are preparing to leave confinement settings (e.g., correctional or mental health facilities) may need more work in developing self-esteem and interpersonal and other social skills that may have been stifled in their particular environmnet. The following are goals which might be found in a typical career guidance group.

Hypothetical Goals of a Career Guidance Group(s)

1) develop awareness of personal strengths and weaknesses
2) clarify personal and career-related values
3) develop decision-making skills
4) discuss and practice completing application forms
5) develop a personal resume
6) role play employment interviews

In addition to the previously mentioned considerations for the population as a whole, the specific needs of individual members must also be considered, and, to the extent practicable, integrated into the goals of their guidance group. This brings us to the topic of group member selection.

Group Goals and Individual Goals

Group member selection: In selecting members for a career guidance group, it is important to strike a *balance between member needs and group goals.* For example, a group whose goals are too narrow or specialized may draw too few interested members to justify its existence. Conversely, having members whose goals are unusually diverse may make it difficult to give proper consideration to their achievement in the amount of time available. In a situation in which the group's scope and emphases have been pre-determined by the staff, some overflow into individual counseling can be expected, to give proper attention to the members' needs that are not adaptable to the group format. Guidance personnel should look for three desirable personal characteristics when they are selecting members for their groups. Ideally, all members should have the *capacity* to participate, the *motivation* to participate, and be willing to make a *committment* to participate. *Capacity* refers to such factors as intellectual ability, attention span, and interpersonal skills. Thus, a psychiatric patient who expressed an interest in a guidance group but who is perhaps highly distractable or heavily medicated may not be appropriate, relative to the group's other members. A reasonable degree of *motivation* is, of course, necessary. If a student, for example, is required to participate in such a group, guidance personnel will need to deal with his/her resistance, perhaps using whatever successful techniques they have discovered in their teaching experiences to cultivate a greater interest in the group's activities. The third factor, *committment*, is vital to the effective functioning of the group. It requires members to express a willingness to take an active

Desirable Member Characteristics

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role in exploring, clarifying, and initiating actions relative to their career goals, and also a willingness to listen actively and otherwise to facilitate the same quest of each of their fellow group members. Because it means involvement in helping the others as well as themselves, committment goes beyond a sense of personal motivation.

Advantages of Screening Potential Members

Whenever circumstances permit, guidance personnel should attempt to *screen potential group members.* This can probably be most easily accomplished during individual counseling sessions. It provides several advantages that make the effort worthwhile.

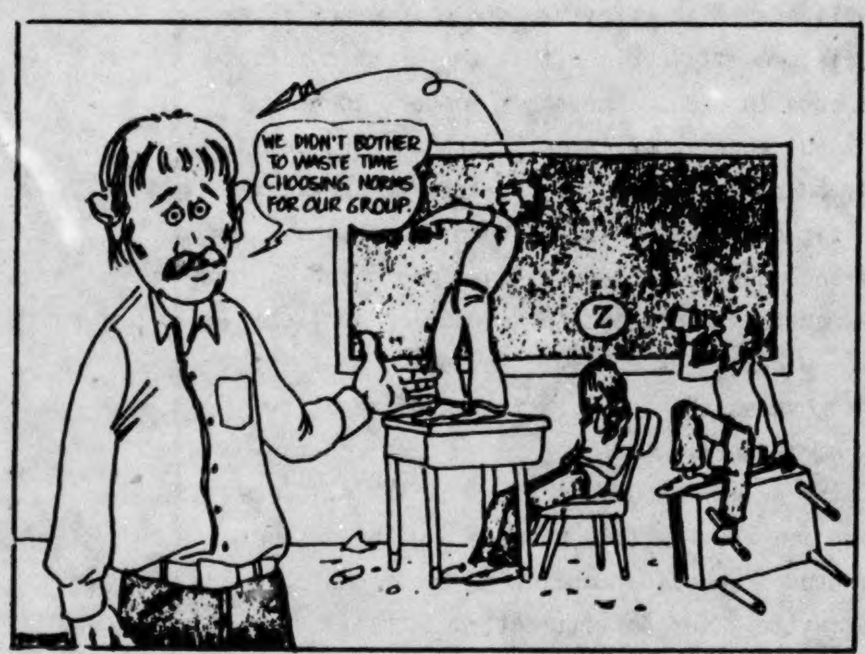
Screening will enable the staff to group together those persons whose goals are attainable within the group's format and yet varied enough to expose the other members to a variety of useful guidance experiences. Secondly, potential group members may become more involved by advance knowledge of the group's basic purposes. Also, screening permits establishment of some degree of rapport that may later enhance interactions between the leader and the member. And lastly, screening enables guidance personnel to assess to what extent potential members possess the characteristics of capacity, motivation, and committment.

In summary, the primary considerations of the guidance staff in the group member selection process are the screening and selection of group members according to their goals, capabilities, motivation, and committment, and their subsequent placement into groups whose goals are compatible.

Group norms: The norms, or ground rules, that will govern the operation of a guidance group are similar in many ways to those that govern a classroom situation. Such things as *prompt and regular attendance, common courtesy and respect for others, acceptance of the group consensus in decisions,* and similar items are basic to the effective functioning of almost any group.

Career guidance groups, with their focus upon personal information and interpersonal exchange to encourage growth, necessarily demand some additional norms. Perhaps most important of these is the understanding and willingness to abide by a standard of *confidentiality* regarding personal information revealed by other group members. If the members feel confident that they can openly discuss their deeper concerns, they are much more likely to share information that is of use both to themselves and to the other group members.

"Choose Effective Group Norms"


WE DIDN'T BOTHER TO WASTE TIME CHOOSING NORMS FOR OUR GROUP.
Z

Discussion of group goals and norms: The careful determination of appropriate goals and norms for a guidance group will be pointless if the goals and norms are not clearly understood and accepted by the group's membership. Thus, it is imperative that the group leader set aside a reasonable amount of time, presumably at the first meeting of a newly formed group, for *presentation and discussion* of such items.

Especially important at this time is the distinction between what is an appropriate topic for group work and what may have to be dealt with in an individual guidance session.

Member Responsibilities

It is important that all members have a clear understanding of the *members' responsibilities*, especially in terms of participation and commitment. This may well be their first "group" experience, so facilitating its usefulness and enjoyment via well-defined expectations should be of special concern to guidance personnel.

Leader Responsibilities and Limitations

Equally important in this clarification process is the definition of the leader's role. Group members will function more efficiently and comfortably if they have a clear idea of what that *leader's responsibilities and limitations* are. This would also be the appropriate place to discuss the distinction between the leader's role as a teacher and that as a group facilitator. Members who have had no previous group experience may be expecting the former. Taking the time to check for, and alleviate if necessary, such expectations will improve the effectiveness of the group process.

Amendments of Group Goals and Norms

Following these initial statements, a group leader may then wish to *elicit comments*, questions, and perhaps even *proposed variations* in the goals and norms. Having heard a clarification of those goals and norms, some members may become aware of new topics or needs they would like to address. If the group reaches a consensus regarding such a proposal, the leader may wish to adjust or replace a stated goal with one of more value to the group members. By experiencing the opportunity for contributing to decision-making, especially early in the group process, they will feel an increased sense of involvement and importance. Additionally, they may feel that the group can be responsive to their needs, instead of being just another classroom experience.

Eliciting Acceptance and Commitment

The final step in this structuring process calls for eliciting from each group member an *acceptance and commitment* to the stated (and perhaps amended) goals and norms.

This can be accomplished by the leader asking for each member to make such an expression. A part of this process might include an expression of the leader's willingness to remain receptive to future proposals to amend the goals and norms, so that the members don't feel that they are locking themselves in irreversibly.

Briefly, there are three major steps in establishing the group structure with its members. First is the presentation of the group goals and norms as perceived by the leader, followed by a request for comments, questions, and possible amendments. When uncertainties have been dealt with and a consensus reached, the leader can voice his/her own acceptance and commitment to the final structure and ask that each group member do the same.

Initiating the group: Several elements need to be covered in the initial meeting of a guidance group. Each is important in its own right. Taken as a whole, they will also give the members their first impressions of the group, and so may well influence how much each of them will be willing to become involved and contribute to the group's goals and processes. In addition to the *discussion of goals and norms,* other important elements include *introduction of group members* and *demonstrating interest and acceptance* among the group's members (including its leader).

Introductions

The extent to which introductions are necessary will depend upon the setting involved: the larger or more diverse the setting, the greater the likelihood that the members will not know each other. This factor can be assessed by the guidance personnel and dealt with accordingly. Assuming, for example, that group members don't know each other, the leader might ask each member to identify her/himself and state briefly one piece of information about themselves that they would like the others to know. The leader should also ask each person to take a moment to say what they would like to get out of their guidance group experience, and what skills and experience each feels would be most beneficial in meeting their needs. These sharing exercises can be of value by initiating a sense of group cohesiveness and by providing basic experience in risk-taking in an unknown setting. Additionally, they can provide guidance personnel with some valuable first impressions about the group members, which may be especially helpful if members enrolled in the group without benefit of a screening interview. Variations on these introduction exercises can be adapted from the leader's prior experiences or from resources such as Values Clarification by Simon, Howe, and Kirschenbaum.

Showing Interest and Respect for Members

It is extremely important that group members feel that they will be respected and accepted by the guidance personnel and that there is a genuine interest in them as individuals. Hopefully, the leader will have had an opportunity to demonstrate these feelings, via active listening and related skills, in the course of a screening interview. (An overview of such skills begins on page 38.) However, if that opportunity was not available, demonstration of respect, acceptance, and interest should occur in this initial group meeting. This will involve the use of individual counseling skills as the leader focuses, however briefly, on each member of the group. This may occur in eliciting comments to the proposed goals and norms or in response to the members' introductory remarks.

Thus, it is important in the initial meeting for the leader to facilitate member introductions and a thorough discussion of the group's goals and norms, while at the same time relating to its members a sense of interest, respect, and acceptance of themselves as individuals. Accomplishment of these leadership goals will go a long way in creating a cohesive, involved, and effective career guidance group.

Summarizing group sessions: The ability of guidance personnel to summarize the group's activities at the close of each session can be a useful tool for several reasons. It serves to *review,* in a condensed form, specific skills and pieces of information discussed earlier. It permits *clarification* of issues and concerns of the members, which in turn demonstrates to those members that the leader has been attentive. Both of these outcomes are valuable for increasing the group's efficiency and cohesiveness. Also, to the extent that particular topics have not been completely covered, a summarization can double as a time for *previewing* possible topics for the following group meeting. Knowing the forthcoming focus of the group will also permit its members to consider the implications for them personally and perhaps allow them to develop questions more meaningful than those that occur on the spur of the moment.

Value of Summarizing

A variation of the summarization process, which can be very useful for both the leader and the members, is to have several members (either chosen or volunteers) review some specific aspect of that day's meeting. This will enable the leader to assess the attentiveness of the members and, at the same time, provide the members with experience in taking responsibility for presenting a concise review. This same technique can be employed as well at the opening of a group session and as such would serve as a warm-up device.

Objective 1 Activity

Instructions: All workshop participants, as a group, will create a structuring plan for a hypothetical career guidance group. The type and nature of the setting will be chosen by group consensus. Using the worksheet for this activity, each participant will fill in the appropriate spaces with the goals, etc., agreed upon by the whole group in the course of discussing and creating the structuring plan. The discussion will be led by the workshop coordinator or a volunteer participant. Use of the text of the module will be permitted. Participants may use this activity to clarify the text materials so they will feel comfortable later designing a structuring plan appropriate for their specific setting.

Objective 1 Activity Worksheet

Participant's Name ______________________________

Setting (e.g., high school) ______________________________

____

Nature of Setting's Population (e.g., age range, common characteristics, common needs, special problems, etc.) ______________________________

____

____

____

____

Time Allowances

1) Length of overall program (i.e., weeks, months, etc.) __________
2) Length of each session ______________________________
3) Frequency of sessions ______________________________

Structuring Elements:

Group Goals

State at least 3 specific goals (e.g., develop job interviewing skills) for your group and state at least 3 reasons for having selected these goals. (Different reasons are not required for each goal.)

____

____

____

____

____

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____

Evaluation of Response: ____ Good ____ Weak (if weak, state why)

____

25

Group Member Selection

State at least 3 specific characteristics (e.g., no prior work experience) of selected members and at least 2 reasons for selecting members with those characteristics. (Different reasons not required for each characteristic.) If there are specific characteristics that are a basis for exclusion, list them and the reasons for them (e.g., unmotivated and repeatedly disruptive in other classes).

Evaluation of Response: _____Good _____Weak (if weak, state why)

Group Norms

State at least 3 specific group norms (e.g., prior notice of expected absences) appropriate for your group.

Evaluation of Response: _____Good _____Weak (if weak, state why)

Discussion of Group Goals and Norms

State at least 3 specific items (e.g., elicit member comments) to be covered in such a discussion.

Evaluation of Response: _____Good _____Weak (if weak, state why)___

Initiating the Group

State at least 2 specific tasks (e.g., discussion of group goals) that should be included in the initial group session.

Evaluation of Response: _____Good _____Weak (if weak, state why)___

Summarizing Each Group Session

State at least 2 specific items (e.g., clarify members' concerns) to be covered in concluding a group session.

Evaluation of Response: _____Good _____Weak (if weak, state why)____

Objective 1 Competency Test:

Instructions: The purpose of this exercise is to provide you with experience in applying the information presented in Objective One -- Structuring -- to the particular setting in which you are working. You should attempt, therefore, to make your responses as specific as possible to that setting (if you are not currently in a guidance setting, create a hypothetical one). This exercise is to be done individually and without the use of any notes or your module. When you are told to begin, first complete the spaces provided regarding your setting, population, and time allowances. Then write in your responses to the questions under each of the structuring elements. Your workshop leader will tell you the amount of time available for this exercise and will alert you as the completion time nears. After the exercise has begun, please ask any questions of the leader by raising your hand and waiting for his/her arrival, rather than asking them out loud. After finishing the exercise, you will exchange worksheets with another participant and evaluate each other's efforts against a checklist. You will have time to discuss the adequacy of questionable responses. *Please write legibly or print!*

Objective 1 Competency Test Work Sheet

Participant's Name ______________________________

Setting (e.g., high school) ______________________________

Nature of Setting's Population (e.g., age range, common characteristics, common needs, special problems, etc.) ______________________________

Time Allowances

1) Length of overall program (i.e., weeks, months, etc.) __________
2) Length of each session ______________________________
3) Frequency of sessions ______________________________

Structuring Elements:

Group Goals

State at least 3 specific goals (e.g., develop job interviewing skills) for your group and state at least 3 reasons for having selected these goals. (Different reasons are not required for each goal.)

Evaluation of Response: ___ Good ___ Weak (if weak, state why)

Group Member Selection

State at least 3 specific characteristics (e.g., no prior work experience) of selected members and at least 2 reasons for selecting members with those characteristics. (Different reasons not required for each characteristic.) If there are specific characteristics that are a basis for exclusion, list them and the reasons for them (e.g., unmotivated and repeatedly disruptive in other classes).

Evaluation of Response: ____Good ____Weak (if weak, state why)

Group Norms

State at least 3 specific group norms (e.g., prior notice of expected absences) appropriate for your group.

Evaluation of Response: ____Good ____Weak (if weak, state why)

Discussion of Group Goals and Norms

State at least 3 specific items (e.g., elicit member comments) to be covered in such a discussion.

Evaluation of Response: _____Good _____Weak (if weak, state why)___

Initiating the Group

State at least 2 specific tasks (e.g., discussion of group goals) that should be included in the initial group session.

Evaluation of Response: _____Good _____Weak (if weak, state why)___

Summarizing Each Group Session

State at least 2 specific items (e.g., clarify members' concerns) to be covered in concluding a group session.

Evaluation of Response: _____Good _____Weak (if weak, state why)____

Name of Worksheet Evaluator: ______________________________

Additional Considerations for Structuring Your Group (optional):

OBJECTIVE 2:

PARTICIPATION, TRUST, AND RESPECT

Objective 2

Participation, Trust, and Respect

- Importance of promoting participation, trust, and respect
- Introductory exercises to promote participation, trust, and respect
- Techniques for group leaders to promote participation, trust, and respect

Introduction

Rationale

Developing and maintaining effective levels of *participation*, *trust*, and *respect* among members of a career guidance group is one of the most important tasks of group leadership. One of the major strengths of the group method, the interpersonal exchange of concerns, ideas, and information, is highly dependent upon the members feeling comfortable with expressing themselves in front of and to others. The degree to which group members will participate in a significant manner is directly influenced by their perception of the amount of respect they feel they are receiving from others. Thus, the member whose contributions are ignored, laughed at, or condemned as wrong by the group's leader or its members will soon stop participating. In such a case the loss is two-fold: the group loses a source of possibly valuable information and perspective and the member loses a significant portion of the learning experience that the group could provide. The opposite of this same mechanism is just as important. Experiences that illustrate to members that they are respected as individuals will increase their trust in each other and in the processes of the group, which will increase their willingness to take further risks in the form of greater participation. In one sense, maintaining an adequate level of trust, respect, and participation in a group is analogous to maintaining the proper amount of lubricant in an engine: without it, the parts will soon fail to interact smoothly and before long the entire system will fail, regardless of the quality of the original parts, the skill of the mechanic, or the tools being used.

Another important benefit of the trust-respect-participation mechanism, beyond facilitating career guidance, is that the mechanism demonstrates to the members that others see them as worthwhile individuals. As each person realizes that others are listening to and at least considering her/his contributions (even if not accepting all of them), the person's *feelings of acceptance* will increase. This, in turn, tends to increase their sense of self-worth, which is beneficial both for its own sake, and acts as an encouragement to work on overcoming other, less-satisfying, aspects of their self-image. Thus, a positive experience in this setting will benefit the person developmentally as well as academically.

Techniques

There are a variety of techniques that can be employed to promote the desired trust, respect, and participation. As with the development of any set of skills, experimentation with a broad range of techniques will provide group leaders an opportunity to evaluate and select those that are most appropriate to the particular settings in which they will be used and to the personalities of the leaders using them. Flexibility is a key element in this regard.

Introductory Exercises

One easy way to initiate a simultaneous trust-respect-participation experience is with an introductory exercise such as the one employed at the opening of this workshop. In a relatively short period of time, each group member is able to share a significant part of him/herself, overcome the fears of taking that verbal first step, and experience a sense of commonality, and thus cohesiveness, with others in the group. Having risked some of themselves in a way that doesn't allow for any significant negative feedback will be helpful in instilling members with some sense of trust in both the group's process and its members and will thus facilitate the next risk-taking when it arises.

Another introductory activity, *Discovering Similarities*, divides the group into pairs who spend several minutes learning as many similarities about each other as time allows. Following this exchange, the group reunites and shares their findings.

Mirroring

A variation on *Discovering Similarities* is *Mirroring*. Again, group members pair up and locate themselves so they can talk without being distracted by the other pairs' conversations for a specified period of time (three minutes, for example). One of the pair will ask personal questions of any reasonable nature of the other (e.g., how do you like to spend your free time), which the other may answer or may pass on, then eliciting the next question. After the time period has passed, the roles are exchanged, so that the first interviewer now must answer the questions of the first interviewee. When this process has been completed, all the pairs reform into the group. Then, each of the persons who were first interviewers sit, one at a time, in front of the group and assume the character of the person they interviewed, repeating the information they heard as if they were that person (e.g., "When I have free time, I like to ....") When an individual has finished a presentation, the person s/he has represented is asked to comment briefly on the accuracy of the information. When all the first interviewers have presented their partners in this way, the process is reversed, with the second interviewers then presenting, one at a time, the characterizations of their partners.

Resources

Two sources that might be consulted for additional introductory activities, as well as for a wide range of exercises for development of self-expression and decision-making skills, are the previously mentioned Values Clarification, by Simon, Howe, and Kirschenbaum, and A Handbook of Structured Experiences for Human Relations Training, Vols. I-IV, by Pfeiffer and Jones. (See References.)

Persons leading career guidance groups must develop an understanding of and some degree of skill in a number of guidelines and techniques. Developing these skills and recognizing when they should be applied, will be significant steps toward effective group leadership ability.

As is probably already apparent, several of the skills commonly used in individual counseling and guidance settings are also very important tools for promoting trust, respect, and participation in group settings. While it is assumed that participants have had at least an introduction to such individual counseling skills (and hopefully some practical experience with them), the skills will be reviewed here briefly to acquaint the reader with their application in the group setting.

Demonstrate Interest

Active listening: One of the best ways for group leaders to indicate to their members a sense of respect for them is to show a real interest in what they are saying. A common technique for conveying such interest is usually entitled *active listening*. Included in this technique are *attending behaviors* and *reflective listening*. *Attending behaviors* include such things as maintaining eye contact with the speaker, presenting posture and body language that indicate attention and receptivity, and avoiding behaviors that suggest boredom, such as yawning, shuffling papers, or writing extensively. *Reflective listening* means periodically summarizing to the speaker the basic content and feelings s/he has expressed, as they were heard by the group leader. Not only does this convey a sense of interest to the group member, but serves as well to clarify the information communicated by presenting it from a different perspective.

Example

Reflective Listening:

Tim: "These vocational schools are making so many different claims, I just don't know what to think. One school says it's accredited, another says it's approved, and a third has all these references from its graduates."

Group Leader: "It sounds as if you're feeling pretty confused by the claims of the vocational schools. You're not sure what basis to use in deciding if a school is qualified."

Value judgments: An important consideration in the promotion of effective group career guidance is that the leader avoid making *value judgments*. A group member who feels condemned for a particular behavior or point of view is not likely to acquire a feeling of acceptance or of being respected. Guidance personnel must develop their sense of self-understanding and a willingness to tolerate behaviors and lifestyles that don't coincide with their own. To this end, they must be able to acknowledge personal prejudices without letting those prejudices unduly influence their counselees (e.g., feeling that all students can benefit from college).

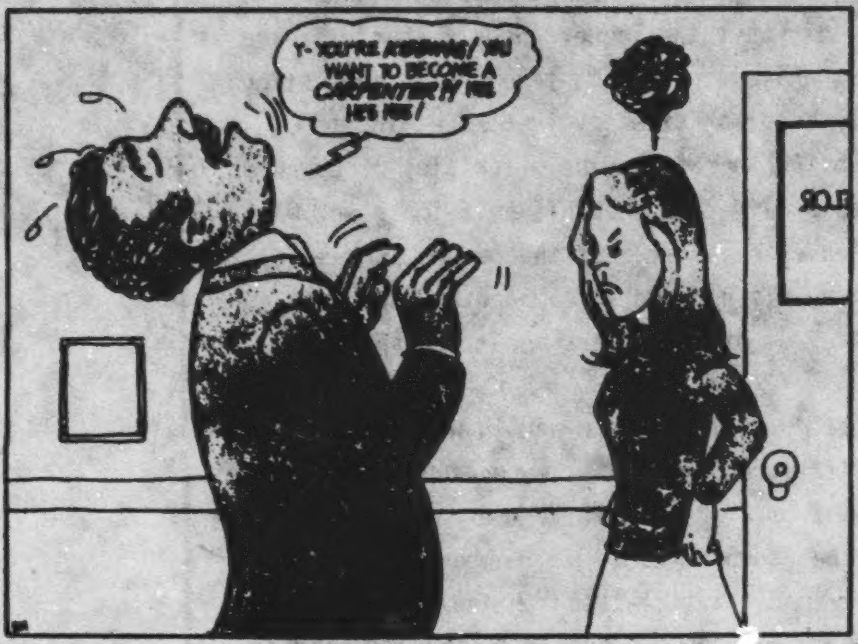
Avoid Value Judgments

The purpose in mentioning value judgments here is that, unless care is taken, such judgments could unwittingly appear in the course of reflective listening. Such *hidden value judgments* may appear in several ways. For example, in response to a female group member expressing interest in working as an automobile mechanic, the leader, in the course of reflecting that interest, might chuckle or otherwise convey his/her prejudice that such work is not appropriate for females. A similar sense of condemnation might be perceived by a group member who, following the expression of great enthusiasm for an unpopular career or point of view, finds that interest totally ignored by the leader during the reflection process. The net result of such an occurrence might leave the member feeling foolish for having that interest or cause her/him to lose some respect for the group leader for being inattentive or judgmental.

While in general it is desirable to avoid making value judgments, sometimes such expressions are valid and appropriate. For example, during an exercise on completing job application forms, if a member is advocating extensive lying and the leader decides to challenge that approach, s/he may do so in two ways. The leader can make a direct comment, being sure to take responsibility for it (owning the statement as only his/hers and not necessarily anyone else's). Or, the leader can elicit comments from several of the other group members, as an illustration of the kinds of reactions peers have to such behavior. The latter is probably more effective because peer group pressure has greater weight and it reduces the chances of the leader being singled out as the judge of the group.

One final point is in order regarding the importance of avoiding value judgments: whatever damage occurs to the targeted group member in terms of lost trust, respect, and incentive to participate may be perceived by and thus influential upon the other group members as well. It does not take much imagination to see how a few ill-considered remarks of that nature could seriously hinder development of an effective group process.

"Avoid Value Judgments"


Y- YOU'RE KIDDING! YOU WANT TO BECOME A CARPENTER?! HEE HEE HEE!

Validating concerns: An issue that is somewhat related to that of value judgments is the need to demonstrate respect for a group member's concerns. It's important that they be accepted as valid and perhaps very powerful, even though they might seem minor to the group leader. If the concerns are minimized or ignored, the member may perceive this as a form of condemnation of their validity, with the result that s/he would be far less likely to risk similar forms of participation in the future. A more helpful response for guidance personnel might be first to *validate the member's concerns*, via a reflective comment, and then suggest, in a positive manner, that there may be other concerns in the member's life that deserve a higher priority than this one. For example, the group leader might say "I hear you saying, Sharon, that getting into a good school is really important.

Avoid Minimizing Members' Concerns

And I'm wondering if, at this point, you might want to think about how you can get good scores on your entrance exams, so you'll have a greater number of good schools who'll want to accept you." In this way, the leader shows respect for the member's concerns, while at the same time gently suggesting a reevaluation of the priorities involved. Letting the member make the choice to reorder the priorities of concerns will have a healthier effect on her/his self-image and will demonstrate the leader's belief that the person is basically capable of directing his/her own life. Another approach is to elicit comments from other members about the speaker's concerns.

Reinforcing behaviors: Another way in which guidance personnel can amplify group members' sense of being respected is to *reinforce desirable behaviors*. If the behaviors happen to coincide with the group norms (e.g., member announcing in advance his/her inability to attend the next meeting), or if they tend to promote group process (e.g., member sharing personal experiences; member soliciting opinions from other members rather than just leader), then it will be especially important for both the group and the individual, to have such behaviors reinforced. Two ways in which reinforcement can be accomplished are by direct statement and by eliciting reactions from other members.

Reinforce Desirable Behaviors

Direct Statement:

Leader: "Sharon, thank you for letting me know you won't be here for the next meeting. It makes it much easier to plan the activities when I know how many members will be here.

Eliciting Member Reactions:

Leader: "Yes, Jim, I agree. That must have been a pretty embarrassing interview for you. How do some of the rest of you feel about Jim's having shared this with us? What can we learn from this?

Whatever the behavior is, having it reinforced will not only encourage productive personal habits, but reinforcement will also demonstrate to the members that others feel they are doing the right thing (i.e., peer group approval). That, in turn, increases both their feeling of self-worth and their willingness to risk further participation.

Model Desirable Behaviors

Modeling behaviors: A behavior closely related to reinforcing desirable behaviors is that of *modeling desirable behaviors.* This can include both setting a good example via actual practice and teaching and demonstrating the behaviors. An example of such teaching would be to explain taking responsibility for one's opinions and feelings by using the word "I" rather than "we." To the extent that guidance personnel model such behaviors, especially those that coincide with the agreed-upon group norms (e.g., arriving at a group on time; not interrupting others, etc.), the modeling will demonstrate to members what kinds of behaviors are desirable. Not only will the efficiency of the group be enhanced as more and more of the behaviors are adopted, but also their use will provide a justification for guidance personnel to comment on (reinforce) their use.

Minimize the Hub Effect

Encouraging member interactions: Another technique for promoting participation among career guidance group members is for the group leader to redirect the primary focus of the interactions away from her/himself. *Encouraging increased communications among members*, rather than between the members and the leader, has benefits for everyone. First, it reduces the so-called "Hub Effect", whereby the majority of interaction focuses repeatedly back to the group leader, to the extent that the leader becomes primarily a lecturer rather than a facilitator. As the Hub Effect subsides, it reduces the instructional burden upon the leader, which then enables her/him to concentrate more on observing and facilitating the group's focus and process. In addition, it encourages the group members to take more responsibility for their learning experience, as well as increasing the trust and respect they have for each other. To the extent that they recognize they are being given this increased responsibility, it will also increase the feeling that they are indeed thought capable of directing their own lives. Guidance personnel will have to decide to what extent the Hub Effect can be eliminated, according to the character of the group membership -- some groups being more capable and motivated to assume responsibility than others.

Increase Member Interaction

Two ways to encourage group members to interact among themselves are to encourage them to clarify the discussion content and to share experiences, concerns and ideas with each other. The *clarification* process can take two forms. Suppose, for example, a member expresses a vague fear about being interviewed for a job and the exact nature of the fear is unclear to the leader. Rather than directly asking the speaker for an explanation, the leader can ask other members if they are able to paraphrase the expressed fear, and if they're not, the leader would encourage them to ask the speaker for clarification.

Clarification:

Leader: "Sharon, do you feel you understand what John's concern is about job interviewing? Could you paraphrase it for the rest of the group?

Sharon: "No, I'm really not sure what he meant."

Leader: OK, how about asking him to clarify it for you."

The second way in which the clarification process can be used to promote participation is to elicit a brief summary statement from a member about a particular point that has just been covered in the group's discussion. Asking a member to reflect some of the reasons just discussed for dressing appropriately for a job interview, for example, will encourage attentiveness during such discussions and

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will act to imprint the information in each person's memory.

Sharing: The process of *sharing* among group members is one of the most valuable tools that guidance personnel can employ. Not only does it promote participation (as well as trust and respect), but it also facilitates an exchange of information, concerns, and ideas that would be extremely difficult for a single guidance person to present with the same amount of impact. If, for example, a member is seeking information about a particular topic, s/he should be encouraged to ask the others for their ideas:

Encourage Sharing

Sharing:

Tom:	"I'm new in this area and I don't have any idea where I can find a summer job."
Leader:	"Yes, I can see that would make it harder for you than for the others. Why don't you ask the group if they have any suggestions as to where you might look."

As a variation on this type of sharing, one person's explanation of how s/he dealt with a particular problem would be followed by asking the other members if they had experienced the same problem and how they had dealt with it.

Sharing is useful also for illustrating the commonality of members' problems and concerns. This acts to improve group cohesiveness. As members realize through this process that others are experiencing the same things they are, the realization may help reduce some of the anxiety they may be feeling. This can be especially beneficial if the group is at the elementary or secondary school level, where a student will often feel as if s/he is the only one having these problems.

As has been illustrated here, a wide variety of methods can be employed to promote trust, respect, and participation in a career guidance group. At this point, you, as members of this workshop group, are encouraged to take a few minutes to discuss this information and to share with the group other methods you know for achieving the goals presented here.

Those persons interested in reading in greater depth about reflective listening and "I - you" messages, and their application in group work, may wish to obtain the following module from ERIC Document Reproduction Service (ED 124-822): "A Systematic Approach to Guidance: Groups and Group Leadership Skills" (Mesa Public Schools).

Objective 2 Activity

Instructions: The following pages present 15 brief scenes depicting interactions between members of fictitious career guidance groups. The purpose of this activity is to develop each participant's skills as a group leader in the promotion of participation, trust, and respect. This will be done in the following way: the workshop coordinator will designate a pair of participants who will then read aloud one of the scene (if a third role is involved, the coordinator will read that part). At the end of the scene, all participants will write down on the worksheet what they feel would be a more effective response than the one offered by the fictitious group leader. The response should be one that will promote participation, trust, and respect. Participants will also note the purpose of this response (e.g., validating member's concerns; reflective listening). Then, the workshop will move on to the next scene and repeat the process, using a new pair of readers. This may be continued through all 15 scenes, or until all the participants feel they can recognize the need for, and offer, appropriate responses that promote participation, trust, and respect.

Summary of Response Techniques

Active Listening (Text, page 38) --
  reflective listening -- brief, periodic summarizing of speaker's thoughts and feelings.

Avoid Value Judgments (Text, page 39) -- allow for and create an atmosphere permitting expression/discussion of a variety of viewpoints; discourage judgmental activity of other members.

Validate Members' Concerns (Avoid Minimizing) (Text, page 41) -- use reflective listening and minimize strong value judgments; permit some exploration of the concern before shifting emphasis or priority.

Reinforce Desired Behaviors (Text, page 42) -- praise or express appreciation for desired behaviors.

Model Desired Behaviors (Text, page 43) -- set a good example; demonstrate/ suggest an effective communication tool for a member to experiment with.

Minimize the Hub Effect (Text, page 43) -- redirect interactions away from leader, among members.

a) *encourage clarification* -- facilitate members' seeking clarification of vague material just expressed by another; ask a member to summarize for the others his/her understanding of some material just discussed.

b) *encourage sharing* -- facilitate members' exchanging information and experiences among themselves; encourage members to ask others directly for their opinions, etc.

Objective 2 Activity Scripts

#1 - George: I know I've had trouble keeping jobs. I really want to hang on to this one. When I was thinking about it last night, I decided it would be a good idea to make a list of all the reasons I've lost jobs in the past. I can use it as a checklist of things to watch out for.

Allison: That sounds like a good idea, George. Maybe I should do that too.

Group Leader: OK, now we're going to move on to the topic of job application forms.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#2 - Jean: I just don't know if a four-year college is the right way to go. I could get a job in this field with an A.A. degree and still move pretty far up in the ranks. But at the same time, if I got a B.A., I could start at a higher level and use my training to get into more of the related areas. But that, of course, would mean more years in school and a longer time before I could start my career.

Group Leader: It sounds to me like you don't have any idea what your options are.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#3 - Nancy (to group leader): I feel like I'm being asked to make a choice -- study or work. That isn't the way I had pictured the work experience program at all!

Denise (to group leader): Well, that isn't the way work experience is designed, is it? I mean, isn't the idea supposed to be that what we do on the job is related to our classes? I don't see how that kind of set-up makes you have to choose between the two.

Group Leader: You're right, Denise. Nancy, perhaps if you tell me more details I can help you with this problem better.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#4 - Art: When I turn 65, I won't suddenly become incompetent. Everyone says that if the older workers stay on the job, there won't be any room for young people coming in. Well, what about me? I can still work. What am I supposed to do? Where do you stand?

Group Leader: Personally, I think the older people should consider stepping aside for the younger ones. Besides, by that age, most people should be thinking about getting out and enjoying their retirement.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#5 - Ed: Well, as you can see, I feel pretty unsure about this whole decision mess. I can't seem to straighten out the confusion of ideas about it in my head.

Group Leader: Yes, it does sound as if you have a lot on your mind. But give it time and I'm sure it will clear itself up.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#6 - Jean: I'm really feeling a lot of pressure from my parents about my career plans. They say they'll gladly give me money to study business, so I can take over the family store. But if I want to study forestry, which really interests me, they say I'll have to pay my own way all through college; they won't support me at all.

Group Leader: It sounds like your parents don't think much of forestry.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#7 - Steve (to group leader): These guidance test scores I've received all just seem to be a bunch of numbers. I don't see how they're going to be useful to me.

Andy (to group leader): They really helped me; they saved me time in picking career areas to explore further.

Group Leader: It looks like I ought to explain the ways you can use these scores, Steve.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#8 - Jay: Well, the thing that bothers me most about a job interview is whether I'm dressed well enough. That seems more important than anything I might say in the interview.

Group Leader: But if you respond badly in the interview, it won't matter how well you're dressed. I wonder if those priorities are the best for you.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#9 - Pamela: I'm thinking of not going on to college, but perhaps earning some money instead, so I can do some traveling.

Kim: Yes, I can see that. It seems like there are other worthwhile experiences out there that don't require going to college right away.

Group Leader: I'm sorry to hear you two talking like that. I think everyone should go to college; if you don't go now, you may never go back later.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#10 - Jim (to group leader): When I came into this group, I know I wanted a career in business, especially since my family runs a store. But now, after learning about all these other fields, I'm not so sure what I want.

Annette (to group leader): Well, isn't that the point of a group like this, to help us figure out what we really want to do? What do you think he should do?

Group Leader: I think he should talk to his family, to see if they really want him to stay on and run the family store.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#11 - Tammy: I know that there are only a few women in diesel mechanics classes. I'm not sure I want to risk getting a bad reaction from the men if I try to get into the course.

Cheryl: Before I decided to take the carpentry course, I talked to some women who had already been in it. I found that...

Tammy (cutting in): Joan, you always have good ideas. What do you think?

Group Leader: Yes, tell us what you think, Joan.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#12 - Dick: I'm always very tense by the time I get home. My job is all "head" work, but I like to use my hands. I'd like to find a hobby where I can use my hands and still be relaxed so I can enjoy myself.

Alex: You know, Dick, I felt the same way. My wife does a lot of handicraft work. I asked her to teach me how to weave and...

(Burst of laughter from two or three others in the group)

Dick: Now wait. Let's hear what Alex has to say. I want to hear what other people think about this.

Group Leader: Well, Dick, I think you just got some idea of what they think.

Purpose of this response: ______________________________

Leader's improved response: ______________________________

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#13 - Karl: I'm getting more and more interested in going into the Army and making it a career. It would be quite a challenge having all that responsibility, commanding others.

Group Leader: Well, Karl, I'm sorry to hear you say that. There are lots of other more productive ways to supervise people than being just a soldier.

Purpose of this response: ________________________________

Leader's improved response: ________________________________

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#14 - Terry (to group leader): I haven't made it through an interview yet! As soon as they see I've got a police record, it's all over. You know that's the way it is. What do you expect me to do?

Derrick (to group leader): Yeah, what should we do? Lie? That's the only thing I can think of.

Group Leader: Well, I'm glad you've asked me that; it's something I was going to talk about anyway.

Purpose of this response: ________________________________

Leader's improved response: ________________________________

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#15 - Linda: I can't really think about going back to my job until I can get my car overhauled. It's one my father is letting me use and I feel responsible for it.

Group Leader: But that's not going to help you much to keep your job.

Purpose of this response: ________________________________

Leader's improved response: ________________________________

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Objective 2 Competency Test

Instructions: This competency test is designed to assess the participant's ability to offer responses that promote participation, trust, and respect. It is in the same format as the preceding activity, the only difference being that each person will work entirely on his/her own, and the results will be checked by the workshop coordinator. You will be required to read and then write an appropriate response to each of the following five scenes. Also, you should indicate the purpose of your improved response, just as was done in the activity. Use the following answer sheet, which, upon completion, will be scored by the coordinator and returned to you later in the day. Successful completion of the objective will mean providing an effective response for at least four of the five scenes depicted. The coordinator will use a checklist of response types to assess the effectiveness of each response.

This test is to be done individually and without reference to any notes or material in the module.

Please write legibly or print!

Objective 2 Competency Test Answer Sheet

Scene #1 *Purpose of improved response:* ______________________________

Leader's improved response: ______________________________

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Scene #2 *Purpose of improved response:* ______________________________

Leader's improved response: ______________________________

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Scene #3 *Purpose of improved response:* ______________________________

Leader's improved response: ______________________________

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Scene #4 *Purpose of improved response:* ______________________________

Leader's improved response: ______________________________

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Objective 2 Competency Test Answer Sheet

Page 2

Scene #5 *Purpose of improved response:* ______________________

Leader's improved response: ______________________

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Participant's name: ______________________

Workshop date: __________ ______________________

Number of correct responses: ______________________

Objective 2 Competency Test Scripts

#1 - Harold: I know I've been doing well on my job. My boss has been assigning me more and more responsibility. I like the challange -- but I worry sometimes that I'm moving too fast. I wonder if I know enough to keep moving at this pace.

Group Leader: It sounds to me as if you don't appreciate the extra responsibilities your boss is giving you.

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#2 - Gene: I'm really feeling a conflict about this new job offer I have. My present job is part-time and the pay is nothing special, but I really love the work. This new offer would mean earning much more money and I could save some to go back to school, but the work itself is very boring. I'd like some opinions from the rest of the group as to how to approach this decision.

Group Leader: Well, I think this is something that you'd be better off working out for yourself.

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#3 - Dan (to group leader): I feel a real conflict between staying in school versus getting out and actually working and earning some money. What do you think I should do?

Group Leader: I think that if you give this conflict enough time, it will clear itself up.

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#4 - Bob (to group leader): Whenever I go apply for a job, they always ask me for my references! Well, I've never worked at a real job before, so I don't have any to give. I think it's keeping me from getting hired. What do you think I should do?

Lisa (to group leader): I used to have that problem, but then I figured out a good substitute for work references.

Group Leader: Well, Bob, I'll tell you what I used to do when I was first looking for a job and they asked me for references....

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#5 - Sally: I just don't want to be in the position of having to compete with men. I fell that certain jobs really should go to them and that they shouldn't have to be challanged by women.

Judy: That's ridiculous! If you're just as qualified for the job, you should have just as much of a chance for it.

Group Leader: Well, Sally, we're all entitled to our opinion....

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Objective 3

Barriers

- Significance of barriers in effective group process
- Categories of barriers
- Role-related barriers and interventions
- Non-role barriers and interventions

Introduction

It is important to remember that all of the interaction facilitated among members by trust, respect, and participation is not necessarily productive relative to the career guidance group's chosen goals. For example, high levels of participation that focus on extra-group activities (e.g., the upcoming prom) tend to waste time that could be used more effectively in other ways. Thus, it becomes important for guidance personnel to be able to recognize and deal with those roles and behaviors that act as barriers to effective group process. This section will focus on illustrating some of the ways in which barriers occur in the group process. It will discuss and offer examples of interventions that could be employed in dealing with such barriers

Types of Barriers

Categories of Barriers

Dyer and Vriend (1975) discuss five categories of barriers that can have a significant negative influence upon the effective process of a group. Guidance personnel who are aware of these categories will more easily recognize specific behaviors within the categories and also the prompt use of the most appropriate response. The five categories are: *group preselection conditions*, *physical barriers*, *barriers in the group members' minds*, *barriers within the group leader*, and *barriers inherent in the group process.*

Group preselection conditions: The nature of the setting in which the career guidance group is to be conducted will usually have a significant influence on the structure and process of that group. Perhaps the single biggest factor within this category is the institution's administration policies and their flexibility. If attendance in the group is involuntary, it will, of course, greatly increase the likelihood of resistent behaviors among the members. If policy dictates an unusually large or small number of members, it could result in reduced cohesiveness or a lack of variety of opinion and perspective to explore the issues at hand adequately. Inappropriate administrative control over criteria for member selection could be another significant barrier to forming an effective group. While these factors may not be as influential as those in other categories, the potential is such that guidance personnel should keep them in mind.

Physical conditions: This refers to the physical environment of the group and may include such factors as room size, outside noise levels, and kinds and numbers of interruptions, if any. Hopefully, the negative aspects of such factors can be minimized by careful planning, but to the extent that they cannot be overcome, they may well influence the group process.

Barriers in the group members' minds: Guidance personnel should be alert to members entering the group with preconceived ideas that could inhibit effective group process. Such ideas might form when members are fearful of the process because of negative events they have heard of happening in other groups or may have actually experienced. Ideally, this matter can be explored as a part of the member selection process in the course of an individual guidance session. Another factor in this category is members who enter the group with expectations having no relationship to the stated goals. Two of the most common occurrences are members who use the group as a place to socialize and who exhibit roles primarily to satisfy their own needs, although the roles are detrimental to their personal growth. (The problem of roles as barriers will be explored later in this section.) Another detrimental situation occurs when members assume the purpose of the group is to find someone else to solve all their problems for them. Taking the necessary time, both in individual and initial group sessions, to clarify the group's norms and goals will help considerably to counteract this type of barrier. However, guidance personnel cannot assume that early exploration of this problem with the members will prevent its reappearance later on.

Barriers within the group leaders: When guidance personnel are fearful of events that may occur in the group process, or when they use that process to serve their own needs (e.g., seeking approval from members for their own behavior), it will present a powerful barrier to the group's effectiveness. Because the role of guidance personnel is so central to the effective functioning of a group, it is essential that persons in that role develop thoroughly their sense of *self-awareness* and recognize the influence that various aspects of their own behavior may have upon the group's process. For example, a group leader trying to fulfill his/her need to be liked by everyone may find it especially difficult to confront the self-defeating behavior of members. In such an instance everyone loses. The specific member loses because the behavior is not confronted and so is tacitly approved. Other members may perceive the behavior as being acceptable and begin using it themselves. And finally, the group leader reinforces self-defeating behavior within him/herself, as well as increasing the chances that the group may "fail" because of poor leadership. If it does fail, it becomes a case of the leader facilitating her/his own sense of inadequacy or failure, which may well carry over into the next group leadership experience. With so many potential repercussions, it is obvious why this aspect of training is so important for guidance personnel. The use of a co-leader or the review of taped group sessions with other, experienced guidance personnel are two ways in which such detrimental behaviors can be exposed and dealt with in a productive manner. Additionally, it may be possible to foster critical feedback, in the course of the sessions, from the group's members themselves. However, the degree to which this occurs, and the honesty of the feedback, will be significantly affected by the character of the group's membership. Members may be very reluctant to confront a leader having influence over their status as students, prisoner, or patient.

Barriers inherent in the group process: A large number of the barriers inherent in the group process can be identified as either *maladaptive communications skills* or "neurotic" or *self-defeating behaviors.* Two examples of the latter are a member's displaying resistance to self confrontation by discussing issues unrelated to the group and a member's blaming or finding fault in others in order to justify his/her own shortcomings. While it is obviously not possible to list all such potential behaviors in this category, it is possible to define, in broad terms, where their use may dictate the need for interventions by guidance personnel or other group members. The three situations are: *violation of group norms; digressions from specified goals;* and *blocking of movement toward specified goals.* In the next section of this module, we shall describe and suggest possible interventions for barriers of the type found in this category.

Role-related Barriers

In a group situation, the members will assume relatively distinct roles, falling into one of these three categories: task roles; maintenance roles, and individual (blocking) roles.

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Task role members function in ways that move the group towards its chosen goal(s). *Maintenance role members* behave in ways that promote high morale, cohesiveness, and cooperation. *Individual (blocking) role members* are usually operating, either consciously or unconsciously, to satisfy their own needs, which are unrelated to the group goal. Their behavior is counterproductive to helping the group function as it should and often interferes with the two other role types. Thus it is labeled a "blocking" role. The following is a listing and brief description of eight typical blocking roles (Pioneer, pp. 83-85).

Typical Blocking Roles

1. *Aggressor:* Antagonistic, hostile, cynical judgmental. Frequently expresses negative reactions to the ideas and feelings of other members and whatever is the current focus of the group.
2. *Blocker:* resistant, distracting, negativistic, skeptical. Attempts to deviate or distract from the topic at hand and will frequently express doubts as to the feasibility of decided issues.
3. *Recognition Seeker:* Boastful, melodramatic, exhibitionistic. Seeks repeated attention by presenting experiences or information in ways most likely to elicit the awe or concern of the others, whether or not it is related to the group and/or its goals.
4. *Dominator:* Aggressive, controlling, manipulative. Tries to gain a superior position in the group by attempting to control it or some of its members via flattery, interrupting others, and making authoritarian statements.
5. *Passive-resister:* Sarcastic, inappropriate, distracting. Resists involvement by exhibiting immature or unrelated behaviors (constant joking, "goofing-off").

6. *Martyr:* Helpless, manipulative, demanding. Seeks attention and sympathy via expression of insecurity, hopelessness and self depreciation. Unwilling to take action to extract him/herself from plight. Often uses "yes...but" response.

7. *Non-participant:* Uninvolved. Seems to be attentive, but is unwilling to participate. Yet does not resist, either.

8, *Monopolizer:* Talkative, demanding. Continuously interjecting comments, questions, information to enable her/himself to control the discussion and thereby keep it superficial.

Intervention Strategies

It is most important that roles such as these not be allowed to disrupt the group's process. Failure to deal effectively with them can have, as illustrated earlier, a very detrimental influence on both the group as a whole and each of its members. Such roles can be dealt with in a number of ways, either by direct comment from guidance personnel, or indirectly, as a result of responses elicited by them from other group members. Following are some intervention strategies together with examples of their use.

Questioning the reason for or *seeking clarification* of the disruptive comments or behavior of a member can be an effective intervention.

Example: *A member is distracting the group by telling of an experience unrelated to the topic.* Possible responses:

a) Group Leader: "Excuse me, Tom, but I'm wondering how this relates to what we've been talking about?"

b) Group Leader: "Sue, is it clear to you why Tom is telling us about this right now?" (Involve another member.)

Pointing out the results of a disruptive member's behavior can also be effective. This is a mild form of confrontation, whereby the member is given an opportunity to see the nature of his/her behavior without being directly reproached for it.

> Example: *in response to a Monopolizer.* Possible response:
>
> "We've been hearing a lot from you, Jane, about this subject; I'd like to hear what some of the others have to say about it."
>
> Example: *in response to a Dominator.* Possible response:
>
> "Bill, how do you feel when Joe keeps telling you what you should do about this?"

If it appears that pointing out or questioning disruptive behaviors is ineffective, it may be necessary to advance to *direct confrontation* of the member's role. While its use may be difficult, especially for guidance personnel who are new to group work, there are times when it is the only viable alternative for protecting the group process.

> Example: *in response to a Dominator.* Possible response:
>
> "Joe, you've continued to interrupt others when they're talking, even after it was pointed out to you that you were interrupting them. I would like you to respect their right to talk by not interrupting them any more."
>
> Example: *in response to an Aggressor.* Possible response:
>
> "Martha, you seem to have quite a few negative comments for the ideas we consider and yet you're usually unable to give specific reasons why you don't think they'll work. I would appreciate it if you would not be so negative without having specific reasons, or perhaps a positive alternative."

Extinguishing disruptive behaviors, by either *ignoring* or *cutting off* the offending party, can also be a good intervention. Often an inappropriate remark or minor disruptive behavior will not have any significant effect, if it is totally ignored.

> Example: *Ignoring an Aggressor*
>
> Ann: "...and so I just don't know how to decide about this, Mr. Leader."
>
> Aggressor: "That figures!"
>
> Mr. Leader: "Well, what do you see as your alternatives, Ann?"

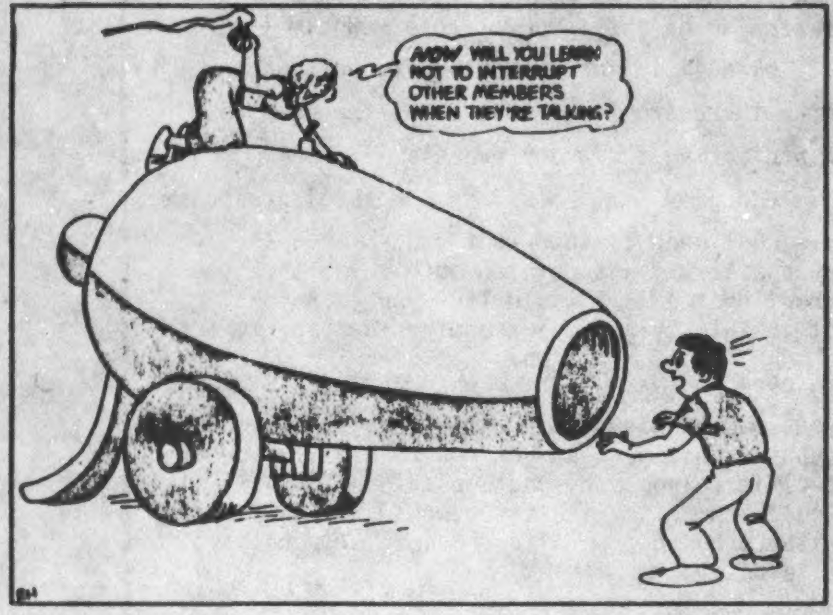
Example: *Cutting off a Recognition Seeker*

Norm: "Yes, it was a really upsetting experience for me..."

Recognition Seeker: "Aw, that's nothing. Let me tell you about the time I..."

Leader: "Fred, telling your story now is interrupting Norm. Norm, can you tell us how you dealt with that problem?"

"Use Appropriate Interventions"


NOW WILL YOU LEARN NOT TO INTERRUPT OTHER MEMBERS WHEN THEY'RE TALKING?

Encourage Member Interventions

In the course of the group, guidance personnel will find it useful to develop, in the group members, the ability to employ these interventions themselves. Not only will this encourage and enable them to stand up for their own rights, both within and beyond the group setting, but it will relieve some of the pressure from guidance personnel, so they are not seen primarily as enforcers.

A final note regarding these interventions. If, in response to their use, a member seems to have abandoned a specific disruption behavior (e.g., interrupting), the use of appropriate *positive reinforcement* is certainly warranted. Group members, especially younger ones, want to be liked, so if they have exchanged a self-defeating, attention-getting device for something more acceptable, they should be praised for doing so.

Non-Role Barriers and Interventions

Guidance personnel should be aware that there are other self-defeating behaviors and ways of communicating which can appear in groups, but which don't fall into the specific role types just discussed. While such behaviors are not necessarily role-related, they do present occasions that require specific intervention action by the group leader. The following section lists ten of these occasions, as defined by Dyer and Vriend (1975), along with possible intervention responses appropriate for their extermination.

1. *A group member speaks for everyone.* Possible responses:

    a) "Lately, Bill, when you've been talking, you've said 'We feel this way' and 'We think such and such.' Are you really intending to speak for everyone or do you just mean to refer to yourself?"

    b) "Bill has just stated a feeling as though everyone in the group feels that way. Is this true, or is there anyone who disagrees?"

2. *An individual speaks for another individual within the group.* Possible responses:

    a) "Sue, was Leo's statement accurate about how you are feeling?" (If no, follow with: "How do you feel, Sue, having someone say how you're feeling?")

    b) "Leo, I'm wondering how you think Sue feels when you speak for her."

3. *A group member focuses on persons, conditions, or events outside the group (griping session).* Possible responses:

   a) "Rather than telling us how that other person has created this problem for you, Kate, I'm wondering what you could do to help yourself with it."

   b) "Kate, you know there's nothing that members of this group can do about that problem. I would rather you stay with problems that are within the scope of this group."

4. *Someone seeks approval or praise of the group leader or another member before and after speaking (approval seeking).* Possible responses:

   a) "Linda, have you noticed that, each time before you speak, you look to Karen. It seems as though you're asking her permission to speak."

   b) "Ted, you often begin your sentences with the question, 'Is it OK if I...'; it sounds to me as if having the group's approval is important to you."

5. *Someone says "I don't want to hurt his feelings, so I won't say it."* Possible responses:

   a) "Vicki, are you thinking that Jay won't be able to handle what you have to say to him?"

   b) "Carl, are you concerned about what Jane will say or feel toward you if you say something critical to her?"

6. *A group member suggests that his problems are due to someone else (assigning responsibility).* Possible responses:

   a) "Peter, it sounds as if you're putting the responsibility for all those problems on someone else. I would like to see you explore ways that you could deal with them yourself."

   b) "Myra, assuming that you're not going to be able to change other people in your life, what are some things that you can do to deal with these problems?"

7. *An individual suggests that "I've always been that way."* Possible responses:

   a) "Cleo, you sound as if you feel you always will be stuck in this same place. Are you willing to use the group to find something more effective for yourself?"

   b) "Bob, you say that you've always been that way. But what's to prevent you from changing that around to something better?"

8. *An individual suggests, "I'll wait and it will change."* Possible responses:

   a) "Caroline, when you say that, it sounds as if you're afraid to make a change."

   b) "Dave, what if it doesn't change and you're still stuck in the same place. What would you do then?"

9. *Discrepancies between a member's feelings, actions, and/or statements.* Possible responses:

   a) "Rita, in the last meeting, you expressed feelings quite different from these. What caused you to change your mind?"

   b) "Randy, when you talk about exploring this career, you sound really committed, yet you've not done anything on that assignment. I'm wondering if you're feeling uncertain about that interest now?"

10. *A member bores the group by rambling.* Possible responses:

    a) "Kristin, how would you summarize what you're talking about into one or two sentences?"

    b) "Mary Beth, how do you feel when Cliff takes several minutes of the group's time to convey his thought?"

As may be apparent in comparing these behaviors with the blocking roles presented earlier, some of the behaviors are quire similar to some of the roles. Such a comparison might include the following examples: "I've always been that way" -- Martyr; Member bores the group by rambling --

Monopolizer; Member assigns responsibility for his problems to someone else -- Martyr. Because of these similarities, it is entirely possible that a given behavior will be identifiable in more than one way. The point is not so much finding the correct label for a given behavior, as it is recognizing the behavior as a barrier to effective process and applying an intervention that will deal with it in a productive manner.

As has been illustrated, a wide variety of behaviors and roles can act to interfere with effective group process and a variety of interventions can be employed to overcome such barriers. However, these examples can only serve as a brief introduction to this aspect of leading a career guidance group. Guidance personnel need to recognize that their development of these skills is a continuing process. Dyer and Vriend (1975, pp. 228) describe this process well: "By being alert to possible barriers, identifying them, establishing hypotheses for their elimination, testing these, and evaluating results, a group counselor productively directs his or her own behavioral change toward increased professional effectiveness."

Objective 3 Activity

Instructions: This activity has the same essential format as that for Objective 2. However, the emphasis here will be on developing skills in recognizing and responding to the types of barriers just discussed in the text. This, again, is the procedure: The workshop coordinator will choose a pair of participants to read one of the scenes (any third roles will be read by the coordinator), afterwhich participants will write down what they feel would be an effective intervention, given the kind of barrier depicted in the scene. Additionally, participants should attempt to label the type of barrier that has been depicted (more than one label is possible for several of the behaviors illustrated). After participants have individually developed and recorded their intervention and labeled worksheets, the entire workshop will discuss the scene and several volunteers will share their responses. This process will be repeated for each scene, or until everyone feels competent in recognizing and responding to the various barrier types.

Summary of Intervention Techniques

Questioning the reason for disruptive comments or behaviors; asking how the comments/behaviors relate to the topic at hand (Text, page 68).

Pointing Out the results of a member's disruptive behavior; a mild form of confrontation without direct reproach (Text, page 68).

Direct Confrontation of the disruptive behaviors, which includes a direct reference to the behavior and a specific request to discontinue it (Text, page 69).

Extinguishing by

a) *ignoring* the distracting remark or behavior and remaining focused on the positive events occurring in the group.

b) *cutting off* the disruptive member's behavior and immediately returning to the member who was speaking, without giving the disruptor time to respond (Text, page 69).

Objective 3 Activity Scripts

#1 **Jane:** I'm just frustrated. I've got my teaching credential. I worked hard for it and paid a lot of money to go to school. Now it seems impossible to find a job in that field. I don't know if I should wait or try to find something else.

Bill: That's your own fault for picking a career like that. You should have known better than to pick one that was so filled up. It serves you right.

Barrier type: ______________________________

Leader's intervention: ______________________________

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#2 **Terry:** I'm having trouble seeing the need for career decision-making classes. Most careers just happen.

Fred: What she really means is that she's bored with all this reading we have to do.

Barrier type: ______________________________

Leader's intervention: ______________________________

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#3 **Louise:** (Looking questioningly at Carolyn) Carolyn, is it ok if I say something about that? I think we ought to have more outside speakers. Don't you think that's a good idea?(looks back at Carolyn)

Barrier type: ______________________________

Leader's intervention: ______________________________

- -

#4 Tina: I feel like I'm being forced to choose between being a working woman or a housewife and mother. I think I can do both, but my husband doesn't.

Cindy: (Whispers a remark to a third group member, then laughs out loud, ignoring Tina)

Tina: He wants me to stay at home and take care of the kids. But I don't feel like I'd be neglecting them if I went to work.

Cindy: (Yawning; looking bored; throwing imaginary paper airplanes)

Barrier type:

Leader's intervention:

#5 Sam: I really like the idea of keeping a journal of what we do in this group. I think it will help me get a better understanding of the things we talk about.

Peter: That seems like a dumb idea - really a waste of time. How about if we saw more of those movies like we saw last week.

Sam: Well, we could even put something about the movies in the journal. That way we could refer back to the information.

Peter: It still seems like a dumb idea. I really don't know what good it will do. It reminds me of girls writing in their diaries.

Barrier type:

Leader's intervention:

#6 Richard: Sometimes I'm really upset by what my work partner says and does. But I can't say anything about it. He might get upset or not understand, if I told him what I was really thinking about him and his work. Let's talk about something else.

Barrier type:

Leader's intervention:

#7 **Francine:** Which one of these movies do you want to get for the group?

Ted: I'd like to see the one on developing job interviewing skills. Do you have any thoughts about that Louise?

Louise: No.

Francine: Yeah, that does sound like a good one to see. Louise, do you think we ought to get another one to show with it?

Louise: I don't care.

Barrier type: ______________________________

Leader's intervention: ______________________________

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#8 **Group Leader:** Well, Jane, it sounds like you have quite an interest in doing carpentry. Have you thought about making that a career?

Zeke: That sounds pretty interesting to me, too. I wish we could talk about that some more.

Jane: (Ignoring Zeke): Yes, I have thought about making it a career, but I think my parents would say it's a man's work, so I will have to deal with that.

Zeke: Yeah, my parents are always getting in the way of what I want to do. They never seem to leave me alone. Like the other day they were saying I spend too much time talking on the telephone.

Jane: (Still ignoring Zeke): Maybe the group can help me work on dealing with that with my parents.

Zeke: Well, I wish the group would help me with my parents so they'll let me use the phone when I need to . . .

Barrier type: ______________________________

Leader's intervention: ______________________________

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#9 **Fred:** I really get mad when I think about those last two or three guys I worked for. They all said that I was late to work too much, you know, like it was my fault. Heck, just because I missed the bus a few times . . .If those buses came more often, I would have been able to get to the jobs on time.

Tom: Yeah, but how come you didn't get up early enough so you could catch the right bus?

Fred: That's because I was trying to get some sleep. You know how it is when you have housemates and they're partying every night: by the time we quit, it's so late that I want to sleep as late as I can the next morning.

Barrier type: ______________________________

Leader's intervention: ______________________________

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#10 **Nancy:** These last few months at work have been really boring. I've been doing exactly the same thing every day. Everyday I hope they'll give me something new to do. It hasn't happened yet, but it's got to get better before long.

Barrier type: ______________________________

Leader's intervention: ______________________________

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#11 **Sue:** I get so nervous when I get into an interview, I have a hard time getting in my good points. What do the rest of you do in that situation?

Carmen: You don't need to ask anyone else. I've had all kinds of experience with that. I'll tell you just the way it ought to be done. No point in taking up everyone else's time unnecessarily.

Barrier type: ______________________________

Leader's intervention: ______________________________

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#12 **Chris:** I'm going to apply for that technical writing job at the Simmons Company. I know that's something I'll enjoy doing.

Nina: What does the company produce? What would you be writing about?

Chris: Well, I don't really know. I haven't looked into the company. I just saw an ad. But I think it's the right kind of job for me.

Nina: When would the job start?

Chris: I don't remember. I didn't look at the whole ad. But what I did read sounded terrific.

Barrier type: __________

Leader's intervention: __________

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#13 **Simon:** I know I ought to go to the library and read up on the company before the interview, but I can't seem to find the time.

José: Well, why don't you go the the library this afternoon?

Simon: Yeah, I suppose I could, but I told the guys I'd go out and play baseball with them.

José: Why don't you make a contract to go to the library within the next two days?

Simon: Well, even if I get to the library, I won't know where to look. Do you suppose you could come along and show me how to do it?

Barrier type: __________

Leader's intervention: __________

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#14 **Allen:** Chris' comment reminds me of something that happened to me when I had a choice of either taking a job where I'd travel for two months or taking a job I was sure I could keep for at least two years. Traveling would have been fun - going to all those fancy cities. I mean I wasn't settled anywhere anyway - just had a furnished apartment. It wasn't too bad though - it had a nice view of the river and a pool and everything. Then, too, my mother didn't want me to leave the area - you know how mothers can be. She would call me up and ask if I'd decided to stay or not 'cause she had this woman she wanted me to meet . . .

Barrier type: ______________________________

Leader's intervention: ______________________________

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#15 **Mary:** I've decided to talk to the phone company about becoming trained as an installer. And it would be a way to meet lots of people as I put in their phone.

John: I don't know why you girls always want to butt into men's jobs. Sounds to me like just a sneeky way to find yourself a husband.

Mary: Just because I like to meet people doesn't mean I'm looking for a husband!

John: Aw, no way I'm going to believe that! Besides, if girls would stay out of men's jobs, there wouldn't be so many of us unemployed.

Barrier type: ______________________________

Leader's intervention: ______________________________

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Objective 3 Competency Test

Instructions: This competency test continues the preceding activity, the intent being to test each participant's ability to recognize barrier behaviors, and to present effective interventions to curtail them. For each of the following five scenes, you should read the scene and write an intervention on the answer sheet. You should also attempt to label each of the barrier types depicted (remembering that more than one barrier label may be correct). However, correctness of the label will not be assessed. At the end of the test, the workshop coordinator will collect and score the answer sheets and return them to you later in the day. To successfully complete the objective, you must provide an effective intervention for at least four of the five barrier scenes depicted. The coordinator will use a checklist of intervention techniques to assess the effectiveness of your responses.

This test is to be done individually and without reference to any notes or material in the module.

Please write legibly or print!

Objective 3 Competency Test Answer Sheet

Scene #1 *Barrier type:* ______________________________

Leader's intervention: ______________________________

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Scene #2 *Barrier type:* ______________________________

Leader's intervention: ______________________________

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Scene #3 *Barrier type:* ______________________________

Leader's intervention: ______________________________

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Scene #4 *Barrier type:* ______________________________

Leader's intervention: ______________________________

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Objective 3 Competency Test Answer Sheet

Page 2

Scene #5 *Barrier type:* ____

Leader's intervention: __________________________________

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- -

Participant's name: ______________________________________

Workshop date: ____

Number of correct interventions: ____________________________

Objective 3 Competency Test Scripts

#1 **Frank:** Last summer I worked at a department store. It was all right--I learned a few new things, but the job wasn't terribly exciting. I did like it for its . . .

George: Wow, the job I had at the gas station was really exciting. One time the car I was repairing caught on fire. If it hadn't been for me, the whole place would have burned down! And of course, we had all these celebrities who'd come in there to have me work on their cars . . .I really put that station on the map!

#2 **Jack:** My little sister is always bothering me when I'm trying to study for this class. She always wants me to go outside and play with her. It's not my fault if I can't get anything done.

Judy: Well, Jack, this is supposed to be a career guidance group. What does that have to do with career guidance?

Jack: But she's always bothering me. Just when I get her to stop bothering me about one thing, she starts on me about something else. I can never get anything done.

#3 **Marilyn:** We need to spend more time on role playing. We always get so much out of it. We learn more from that than we do from anything else.

#4 **Cathy:** I'm glad we're going to spend more time on how to fill out job applications. I need to know that.

Anna: Aw, I've been doing that so much it's coming out of my ears. Besides, it's a waste of time; there aren't any jobs out there anyway. I'm beginning to wonder why they have this class, actually.

#5 Cliff: My boss keeps putting all these demands on me to change things that are just me. Like that time he said he'd give me a raise if I took some writing refresher class. Well, I've never been any good at writing. The class wouldn't have made any difference.

And now he wants me to take a beginning bookkeeping class; he said he'd pay for it. Well, I've never been any good with numbers -- I told him that. I don't know why he keeps expecting me to change.

OBJECTIVE 4:

EVALUATION

Objective 4

Evaluation

- Importance of obtaining feedback
- Feedback methods utilizing member input
- Feedback methods not utilizing member input

Introduction

Two Levels of Evaluation

As in any situation demanding performance, the teaching/facilitating of a career guidance group requires careful evaluation of the work being done. Such evaluation will, in most settings, probably occur at two levels. First, at the administrative level, evaluations may be conducted by persons interested in assessing such factors as cost-effectiveness and the appropriateness of major components covered in the group career guidance program. At the second level, evaluations may be conducted by guidance personnel who wish to assess the effectiveness of the particular group(s) with which they are directly involved. This module discusses evaluation at the second level. Those persons interested in learning about more rigorous approaches to evaluation of career guidance programs should consult the 12-module series *Developing Comprehensive Career Guidance Programs*, published by American Institutes for Research (specifically Module #3 - *Assessing Desired Outcomes;* Module #4 - *Assessing Current Status;* and Module #11 - *Conducting Summative Evaluation*).

Evaluation

Rationale

The evaluation process serves several purposes. Perhaps the most obvious of these is to provide a means by which guidance personnel can *determine the effectiveness* of various aspects of their career guidance groups. Evaluation, having indicated the effectiveness of a material or activity in a group, serves a second function, *facilitation of the decision-making process* for those persons responsible for the group. Thus, if budgetary constraints demand the reduction of the group's expenses, perhaps via the elimination of some materials, then knowing which ones are the least helpful to the members will prevent having to make arbitrary decisions. To the extent that group members participate in the evaluation process, it serves as a *brief review of their experiences* as they consider the usefulness of the various materials and activities. Also, it may tend to *increase their feelings of being respected* because someone is taking the time to ask them for their feedback on the group.

When evaluating a group or process, it is important to be aware of several *variables*. When examining lack of success, for example, is it a result of the leader's lack of experience or the materials and methods being used? Are the materials or the goals inappropriate, given the motivation and capabilities of the members? To understand fully the influence of these and other variables upon the group's effectiveness, the evaluator should obtain some form of feedback regarding each of them. The frequency and complexity of such feedback may be determined by the apparent influence that each variable has upon the overall group experience. Thus, feedback regarding outside speakers, for instance, need not be as frequent or as complex as methods of monitoring the leadership capabilities of the guidance personnel themselves

Two broad categories of feedback methods can be employed to evaluate a career guidance group: those that use member input and those that don't. Following are some examples of each type with a brief description of their formats. Specific examples of some of these instrument formats may be found in the pages following this section.

Evaluation Feedback Methods

Feedback methods utilizing member input:

1) *members' journals* (members make regular entries re: their experiences, criticisms, insights, etc., which are evaluated, but not graded, by guidance personnel.)

2) *rating sheets* (members fill out sheets, giving reactions/criticisms to indicated topics (e.g., materials, methods, activities, skills training) -- these may be anonymous.)

3) *rehash* (members discuss and evaluate usefulness of specific aspects of the group, in the leader's presence and with or without his/her participation.)

4) *open-ended questions* (using oral or written responses, members respond to questions such as these: a) give two positive and two negative criticisms of this group; b) give both positive and negative criticism about last week's session; c) list two things you've learned and two things you'd like to learn in this group; d) describe your feelings as a member of this group.)

5) *critical incidents* (members write, whenever observed, brief descriptions of both positive and negative events in groups that had unusual impact upon them.)

Feedback methods not utilizing member input:

1) *tape recordings* (guidance personnel, with permission of members, tape or videotape if possible, sessions and critique with other personnel.)

2) *co-leader critiques* (if groups are co-led, each leader can critique the other's techniques, etc.)

3) *observer cirtiques* (periodic observations of group by an outside guidance person.)

4) *guidance personnel's journals and critical incident sheets.*

5) *evaluation meetings* (a gathering of appropriate persons: parents, institution staff, appropriate community members to evaluation group's overall effectiveness.)

Sample Formats for Feedback Methods
Utilizing Member Input

Members' Journals:

The following is a sample set of instructions requesting group members to keep a journal throughout the course of the program. The journals could be reviewed periodically by the leader, then returned to the members for further entries. The leader should stress at the outset that the intent of the journals is to provide evaluation feedback to create a group that will really be useful and interesting to the members. Thus, they should feel free to make negative comments without fear of reprisals from the leader. The leader should also stress that the journal will not be graded.

> "Following each group meeting, write a few sentences in your journal telling what you think about what took place during that meeting. Try to comment on the usefulness, for you, of each discussion and activity that took place. Be specific as to what seemed to make an event useful or useless for you (e.g., "the purpose of the activity wasn't made clear." "I already knew how to order my interests"). Also, attempt to record your feelings about how the group is being led (e.g., "The leader seems to listen to my opinions even though she may not always agree." "She keeps giving advice as if hers is the only right way to do anything. It makes me feel dumb"). Be honest and direct in your comments. And lastly, please date each entry, so that it will be clear to which meeting you are referring."

Rating Sheets:

Forms such as those that follow can be adapted to obtain feedback on almost any aspect of a career guidance group. When the group members and leader simultaneously, but independently, rate the same item, the forms can also tell the leader the degree of descrepancy between his/her perceptions of the group's functioning, and the perceptions of the group members.

These forms were originally published in Dr. R. F. Kaltenback's staff development program, entitled Group Facilitation.

Client Feedback II

Counselor__________________School________________Date________

After completing your "role playing" session with the counselor, please complete the following evaluation. It is of utmost importance to the counselor that your rating be as accurate as possible. Please look at each item carefully and rate it independently of any of the other items. After completing the forms, you will be asked to discuss this rating with the counselor.

1. I trust the counselor and the other students in my group.

   1 2 3 4 5 6 7
   Not at all — Completely

2. I know the purpose of the group.

   1 2 3 4 5 6 7
   Vaguely — Very clearly

3. I know what we are trying to do.

   1 2 3 4 5 6 7
   No goals — Specific goals

4. I know how I am supposed to act in the group.

   1 2 3 4 5 6 7
   Vaguely — Very clearly

5. The counselor respects me.

   1 2 3 4 5 6 7
   Not at all — Very much

6. The counselor is interested in me.

1 2 3 4 5 6 7
No interest — Very interested

7. The counselor accepts my ideas.

1 2 3 4 5 6 7
No acceptance — Shows acceptance

8. The counselor encourages me to talk.

1 2 3 4 5 6 7
Not at all — Encourages participation

9. The counselor helps us when we are talking.

1 2 3 4 5 6 7
No interventions — Appropriate interventions

10. The counselor understands what I say.

1 2 3 4 5 6 7
No clarification — Pinpoints clarifications

11. At the end of the group the counselor goes over what we did.

1 2 3 4 5 6 7
No summaries — Several summaries

Self Observation II

In counseling________________________________

1. Use trust building strategies (when appropriate).

1 2 3 4 5 6 7
Never Always

2. Orient group members to purpose of group (when appropriate).

1 2 3 4 5 6 7
Never Always

3. Set goals and discuss means to be used for achieving goals (when appropriate).

1 2 3 4 5 6 7
Never Always

4. Set group norms (when appropriate).

1 2 3 4 5 6 7
Never Always

5. Communicate respect for the students throughout the session.

1 2 3 4 5 6 7
Never Always

6. Communicate interest in the students throughout the session.

1 2 3 4 5 6 7
Never Always

7. Show acceptance of students and their ideas throughout the session.

1 2 3 4 5 6 7
Never Always

8. Encourage all students to participate.

1 2 3 4 5 6 7
Never Always

9. Intervene at appropriate times to guide discussion.

1 2 3 4 5 6 7
Never Always

10. Clarify the verbal communications of the students.

1 2 3 4 5 6 7
Never Always

11. Summarize the session.

1 2 3 4 5 6 7
Never Always

Rehash Meetings:

The rehash form of feedback can be very useful for comparing the assets and liabilities of various materials and activities. However, to be most effective, rehashing requires that the group members feel relatively comfortable in giving negative criticisms orally and in the leader's presence. For that reason, rehashing may be more appropriately used after the group has met many times and established some trust and respect.

Possible topics for rehash meetings include the relative value of: reading materials; audio/visual aids; role-playing exercises; values clarification exercises; decision-making-skills exercises; etc. One or more of these topics may be chosen, depending on the time available and the number of items to be reviewed in each topic.

Open-ended Questions:

Typical forms of open-ended questioning are suggested in the description above. However, slightly more structured questions can also be used, and may be more appropriate, depending on the nature of the group's membership. The following might be useful:

1) "Which one of the materials we used in this group was the most useful to you? Explain how it was useful. Booklet A; Booklet B, etc."

2) Same question as #1 above, but asking for which was the least useful, and why.

3) "Which one of these exercises did you find most helpful to you and why? Values clarification exercise A; V.C. exercise B; etc."

4) "If it were up to you, which two activities would you eliminate from this program? Why? (be specific)."

Critical Incidents:

To facilitate the frequency and specificity of responses, guidance personnel should develop a specific form upon which members can record their critical incidents. While the form may contain more specific questions, it is suggested that at least some variation on the following questions be included.

1) What was the date of this critical incident?
2) What were the general circumstances leading up to this incident: (e.g., discussion of values; role-playing in a job interview). Be specific.
3) Exactly what happened that was so helpful (or so detrimental) to your guidance experience?
4) Why was this event so helpful (or detrimental) to you?

Considerations in the Use of Feedback Methods

Not Using Member Input

Tape Recording, Co-Leader, and Outside Observer Critiques:

All of the above methods provide good means for assessing the quality of guidance personnel's leadership skills. Some specific areas that could be evaluated using one or more of these methods are:

1) Recognizing and responding effectively to barriers in group process
2) Promoting participation, trust, and respect
3) General presentation of materials and activities to members
4) Facilitating role-playing activities

Guidance Personnel's Journals and Critical Incident Sheets:

As with the members' versions of these methods, guidance personnel can explore their feelings and keep track of expecially significant experiences that appear in the group. Some possible specific topics are:

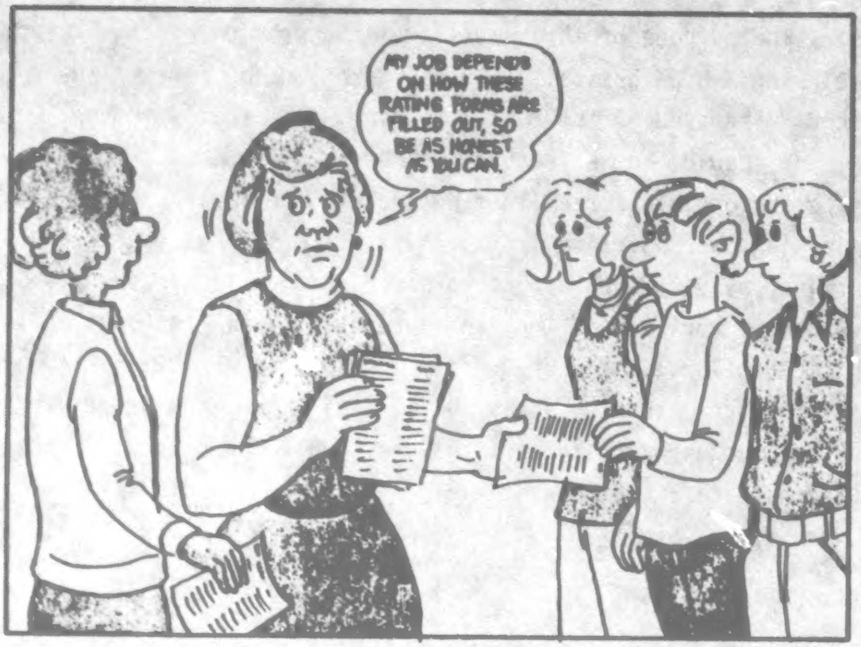
1) What kinds of materials and activities seem to hold the interest of most of the members? Why?
2) What kinds of experiences don't they like? Why?
3) What specific kinds of feelings come up in having to deal with members' barrier behaviors?
4) What critical incidents have occurred that seemed especially influential upon the group?

Evaluation Meetings:

These meetings may be used to explore a variety of group-related topics, some of which might include:

1) Has group involvement made any difference in the members' abilities to make and carry out career-related decision? How? To what extent?
2) Are members using, in other settings, specific skills they have acquired in the group (e.g., role-playing; decision-making skills)?
3) Has the group experience produced any changes in members' abilities to interact, share, or lend support to their peers?
4) Are there career guidance needs to which the group could appropriately address itself?

"*Use Feedback Methods Properly*"


MY JOB DEPENDS ON HOW THESE RATING FORMS ARE FILLED OUT, SO BE AS HONEST AS YOU CAN.

Obviously, not all of these methods are going to be appropriate for each and every career guidance group. Thus, it will be helpful to maintain a sense of adaptability and creativity to insure that the methods employed are the most useful for the particular group and setting being considered. Consulting with other, more experienced guidance colleagues should prove to be another valuable resource for customizing one's evaluations method.

Those readers interested in exploring in greater depth the use of such evaluation methods as journals, tape recordings, evaluation scales for both members and guidance personnel, and similar useful devices, might consult Dyer and Vriend (1975), especially the Appendix.

Resource

Objective 4 Activity

Instructions: The purpose of this acitvity is to provide practical experience in developing a hypothetical evaluation plan, using some of the feedback methods discussed in the text. Working with other workshop participants, you should choose feedback methods that you, as a group, decide would be appropriate for evaluating the hypothetical guidance group created earlier (in the Objective 1 Activity). The size of your group(s) will be determined by your Workshop Coordinator. You will be asked to choose three methods for each of the two approaches: using member input, and not using member input. You should try to use this activity as a way to explore alternative methods, issues in the decision-making process, and both positive and negative factors that influence the selection and use of evaluation feedback methods.

Objective 4 Activity Worksheet

Participant's name ______________________________ Date ______________

Setting to be evaluated ____

Nature of setting's population (age range; educational level; number of group members; length of group program; other relevant characteristics) __________

____

____

____

Methods for Obtaining Feedback Using Group Member Input:

For each method chosen, fill in all of the information requested. Try to be as specific as possible. "Target" refers to the specific aspect(s) of the group to be evaluated (e.g., use of role-playing; ability of leader to present activities effectively). Under "Specific Questions", write a minimum of three examples of specific questions or topics (such as those offered in the Sample Formats Section) that would be appropriate for the method and setting being discussed. "Timing" refers to when and how frequently the method would be used (e.g., to evaluate leader's effectiveness, rating sheets might be used after every 6th meeting throughout the semester).

Method #1

Name of method: ____

Target(s) of method: ____

Timing: ____

Specific questions/topics (Minimum of 3): ______________________________

____

____

____

____

____

____

Method #2

Name of method: ____________________

Target(s) of method: ____________________

Timing: ____________________

Specific questions/topics (minimum of 3): ____________________

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Method #3

Name of method: ____________________

Target(s) of method: ____________________

Timing : ____________________

Specific questions/topics (minimum of 3): ____________________

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Methods for Obtaining Feedback Not Using Group Member Input:

For each method chosen, fill in all of the information requested. Try to be as specific as possible. "Target" refers to the specific aspect(s) of the group to be evaluated (e.g., use of role-playing; ability of leader to present activities effectively). Under "Specific Questions," write a minimum of three examples of specific questions or topics (such as those offered in the Sample Formats Section) that would be appropriate for the method and setting being discussed. "Timing" refers to when and how frequently the methods would be used (e.g., to evaluate leader's effectiveness, rating sheets might be used after every 6th meeting throughout the semester). You may use methods used before, but be sure to adapt the specifics for this new perspective (not using member input). In the space for "Specific Questions/Topics," if the method isn't compatible with writing specific questions (e.g., using tape recordings), then list the specific types of information to be sought when using the method (e.g., does the leader make effective interventions to barrier behaviors).

Method #4

Name of method: ____

Target(s) of method: ____

Timing: ____

Specific questions/topics (minimum of 3): ______________________

____

____

____

____

____

____

Method #5

Name of method: ______________________________

Target(s) of method: ______________________________

Timing: ______________________________

Specific questions/topics (minimum of 3): ______________________________

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____

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Method #6

Name of method: ______________________________

Target(s) of method: ______________________________

Timing: ______________________________

Specific questions/topics (minimum of 3): ______________________________

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Objective 4 Competency Test

Instructions: The purpose of this exercise is to provide you with the experience of applying the information presented in Section Four -- Evaluation -- to the particular setting in which you are working. You should attempt to make your responses as specific as possible to that setting. (If you are not currently in a setting, create a hypothetical one.) This exercise is to be done individually and without the use of any notes or your module. You will be using the same worksheet format as that used for the preceding Activity. When you are told to begin, first fill in the spaces regarding your setting and the nature of its population.

In the next portion, you are to list and describe six methods for obtaining feedback (three that use group member input and three that do not) that you have selected as being appropriate for a group in your setting. You should complete all portions of the worksheet for each of the six methods.

If you find that you have a question after the exercise has begun, please raise your hand. The coordinator will come over to answer your question. The coordinator will announce the amount of time available for the exercise and will also alert you as the time for its completion approaches. Time will be allowed to discuss the adequacy of questionable responses and the appropriateness of specific feedback methods for evaluating particular aspects of a career guidance group. *Please write legibly or print!*

Objective 4 Competency Test Answer Sheet

Method #1

Name of method: ____________________

Target(s) of method: ____________________

Timing: ____________________

Specific questions/topics (Minimum of 3): ____________________

____

____

____

____

____

____

Method #2

Name of method: ____________________

Target(s) of method: ____________________

Timing: ____________________

Specific questions/topics (minimum of 3): ____________________

____

____

____

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____

____

Answer Sheet Page 2

Method #3

Name of method: ______________________________

Target(s) of method: ______________________________

Timing : ______________________________

Specific questions/topics (minimum of 3): ______________________________

____

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- -

Method #4

Name of method: ______________________________

Target(s) of method: ______________________________

Timing: ______________________________

Specific questions/topics (minimum of 3): ______________________________

____

____

____

____

____

____

Answer Sheet Page 3

Method #5

Name of method: ____________________

Target(s) of method: ____________________

Timing: ____________________

Specific questions/topics (minimum of 3): ____________________

Method #6

Name of method: ____________________

Target(s) of method: ____________________

Timing: ____________________

Specific questions/topics (minimum of 3): ____________________

Test Results Sheet

Objective 1 Competency Test

Group Goals: good ____ weak ____.

Group Member Selection: good ____ weak ____.

Group Norms: good ____ weak ____.

Discussion of Group Goals and Norms: good ____ weak ____.

Initiating the Group: good ____ weak ____.

Summarizing Group Sessions: good ____ weak ____.

Total number good: ______.

Objective 2 Competency Test

Script #	Response Appropriateness	
	Good	Weak
1		
2		
3		
4		
5		

Total number good _______.

Objective 3 Competency Test

Script #	Response Appropriateness	
	Good	Weak
1		
2		
3		
4		
5		

Total number good _____.

Objective 4 Competency Test

Feedback Method	Adequacy of Response
1	Good ____ Weak ____
2	Good ____ Weak ____
3	Good ____ Weak ____
4	Good ____ Weak ____
5	Good ____ Weak ____
6	Good ____ Weak ____

Total number good _____.

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COORDINATOR'S GUIDE

PROVIDING CAREER GUIDANCE IN A GROUP SETTING

Perry Samuels

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Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support from the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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Module Goal and Objectives

Module Goal

The goal of this module is to provide you, the workshop participant, with knowledge and experience in: (1) identifying elements important to and considerations useful in the structuring of a career guidance group; (2) promoting participation and a sense of trust and respect among group members; (3) recognizing barriers that interfere with effective group process and employing appropriate interventions to overcome such barriers; and (4) obtaining group-level feedback on the effectiveness of a career guidance group.

This module is designed for use by persons performing career guidance activities in group settings. Specifically, it is directed at guidance personnel, teachers, counselors, mental health workers, paraprofessionals, and graduate students in guidance. Group settings in which the techniques might be used include elementary and secondary schools, colleges, correctional institutions, community mental health settings (e.g., halfway houses, day treatment programs), and with youth groups (e.g., churches, recreation departments, camps).

Module Objectives

On successful completion of this module, the participant will be able to:

(1) Create a basic plan for structuring a career guidance group appropriate to the particular setting, or to a hypothetical setting, in which s/he is working.

Successful achievement will require the participant to complete a worksheet, which will provide a format from which such a group could be instituted. The worksheet will require the participant to list two or three (as specified) reasons for selection, or examples, for each of the six structuring elements (e.g., group goals) listed on the worksheet.

Upon completion, the worksheets will be exchanged by workshop participants, who will evaluate them, using a checklist assessing the elements of structuring a group and reasons/examples for each element, as discussed in the text of the module.

(2) Recognize and offer appropriate responses to behaviors that promote or impede participation, trust, and respect among group members.

Successful achievement will require the participant to offer an appropriate written response to at least four out of five such behaviors, as portrayed in scenes depicting the interactions of career guidance group members. After each scene, the participant will be required to give a more appropriate response than the one presented, a response designed to promote participation, trust, and respect in that situation. Each participant will be required to respond to five such scenes.

The appropriateness of the participant's suggested responses will be judged by the workshop coordinator, using a checklist of the response types discussed in the text.

(3) Recognize and offer appropriate intervention responses to behaviors that tend to block effective member interaction in a career guidance group.

Successful achievement will require the participant to offer an appropriate response to at least four out of five such behaviors as portrayed in scenes depicting the interactions of career guidance group members. The participant will be required to give his/her specific response for dealing with that behavior in the most appropriate manner.

Correct identification of the depicted behavior will be determined by the workshop coordinator, using a behavior-identification script. Additionally, the coordinator will judge the adequacy of the participant's suggested response by using a checklist of the response types discussed in the text.

(4) Outline a plan for obtaining feedback for evaluating the effectiveness of a career guidance group.

Successful achievement will require the participant to complete a plan for obtaining evaluation feedback that is appropriate for her/his particular guidance setting or a hypothetical setting, using a worksheet. The worksheet will require the participant to:

(a) List six methods for obtaining feedback, including three methods that use group member input and three that do not. Methods that would be appropriate for each setting are described in the text.

(b) State specifically, for each method listed, what program aspect is to be evaluated (e.g., use of outside speakers), the rationale for evaluating that aspect, over what period of time this method will be employed (e.g., after each speaker), and three questions or topics that would be used in implementing that method.

When the worksheets have been completed, they will be exchanged by participants, who will evaluate the descriptions, using a checklist. The checklist will list the 11 feedback methods described in the text.

Maximizing This Module

This module contains a great deal of information about four distinct areas of group development and group process. In order that participants have enough time to read, discuss, practice, and absorb the materials presented, it is strongly recommended that this module be divided into two separate workshop sessions. Each session would last approximately four hours. The assets of this approach include reduced chances of participant boredom and/or resentment, more time in the workshops to clarify uncertainties and develop competencies, and some time between sessions to absorb the information and to consider issues for further discussion at the second session. Field test experiences have supported this recommendation. One possible arrangement would be to present the first session on an afternoon and the second session the following morning. In that way, participants will have time to absorb the material without losing entirely their sense of momentum.

The field test experiences provided suggestions for other ways in which the module could be most effectively presented. Most participants favored a combination of small group discussion, group demonstration (particularly the skills in Objectives 2 and 3), and question-and-answer periods. Another tool which can be especially valuable is video tape. It can be used to show the entire problem-response sequence for each of the scenes in the Objective 2 and 3 scripts. Alternatively, it can be used to provide for programmed learning: first present the problem, then pause to let a participant make a response, then restart the tape to show the taped example of an appropriate response. One way in which this tool could be maximized is to enlist the aid of your setting's drama students or staff to role-play the scripts ahead of time. The tape of those scenes would then be shown at subsequent module workshops. While this may raise issues of cost-effectiveness, its use may be justified in large school districts, or by county boards of education who are interested in providing practical experience to their drama students and realistic staff development experiences to their teachers/counselors.

In those settings having sufficient staff development capabilities, it may be useful to provide a brief follow-up session, or consultant time, for those participants wishing to sharpen their skills following their initial group leadership experiences.

Above all else, allowing enough time to thoroughly study the module and to think about its presentation will be the most useful tool of all.

Coordinator's Role

Your crucial role as coordinator may be thought of in four categories.

1. **Set the Tone**

   Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions; let people joke around some and have fun. On the other hand, make it clear that a very serious purpose is behind it all. People should be relaxed, but alert, interested, and motivated.

2. **Set the Pace**

   Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things -- this can be planned ahead. If things are going too fast and people are getting lost, slow the pace, let them ask questions, and spend time orally covering the points. Keep the flow smooth at junctures in the module -- winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

3. **Facilitate**

   Encourage discussion and interaction from the participants. Bring out the shy people. Don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

4. **Evaluate**

   Make sure participants are headed in the right direction. Nudge them that way when they're not. Judge whether they perform adequately in the evaluation items.

Coordinator Functions

Before the Workshop:

1. Study the Module thoroughly. Be familiar with the participants' materials and this Coordinator's Handbook. Do the reading and activities in the Module to improve your understanding of its content and also to make yourself aware of the tasks and possible problems that will be faced by the participants. Bear in mind that this Module is about creating and maintaining effective group process, so much of its content is applicable to running this workshop.

2. Make sure you have all the materials for the workshop. You will need:

> For the workshop room: a large blackboard, chalk, and an eraser; two or three marking pens to make name tags; a pencil sharpener.
>
> For each participant: cards and pins, or self-adhesive stickers for name tags; two sharpened pencils; this Module; a chair, preferably the kind with an attached writing surface.

You may also want to consider providing refreshments.

At the Workshop:

Introduction

1. Introduce yourself to the participants. Briefly explain your role in the workshop.

2. Establish time limits and general schedule for the day (e.g., breaks, when the session ends).

Encourage participants to make notes and otherwise mark up or underline their modules in whatever way is most useful to them.

Introductory Activity

Allow participants to present some unique information about themselves and thereby introduce themselves to the others in the group. Although this activity also functions as a values clarification exercise, its primary purpose is as a warm-up. Therefore, don't spend a large amount of time on it.

Introduction and Objective 1

4. Introduce the purposes of the Module and summarize the objectives as presented in the *Goals and Objectives section* in the module. Briefly discuss how they relate to establishing and maintaining a career guidance group in the participants' own settings.

5. For the *Introduction*, ask the participants to skim over the text. Then, lead a discussion of its content. You may wish to give a brief oral presentation of its content, perhaps outlining key points on the blackboard as you go. Briefly discuss the advantages and disadvantages of providing career guidance in a group setting, and elicit additions from the participants. Hopefully, you will have some knowledge of the experience of the participants before the session begins so that you can adjust the kind and amount of material presented.

6. Start participants on the *Objective 1 Text*. This material can be presented by you (which will require advance preparation) or it can be read silently by the participants. In the course of the subsequent discussion, you may wish to use the blackboard to list any additional useful items that are introduced, as well as noting them in your copy of the Module for use in later workshops.

7. Introduce the *Objective 1 Activity* and ask the participants to read the instructions. Encourage them to choose a guidance setting that is relevant to most, if not all, of them. In the Appendix of this Handbook are two activity worksheets, filled out for two hypothetical settings. You may wish to present one of them if the participants are unable to arrive at a suitable choice.

8. Lead (or alternatively, let a participant lead) the group through the activity worksheet, eliciting suggestions and revisions for each section and obtaining a consensus on the items in a particular section before moving on to the next one. Encourage discussion of the alternatives, but watch the time. *Emphasize participant interaction.*

9. Introduce the *Competency Test for Objective 1* and have the participants read the instructions. Announce that they will have about 20 minutes to complete their worksheets, followed by the checking and discussion. The checklist for participants' use is in the Appendix of their Module. In the

course of the discussion, determine which area(s) of the text seemed to present the most difficulty, as indicated by the test results and participant feedback. Attempt to overcome these difficulties during this time, while staying within the overall time schedule. Have participants enter their test results on the Test Results Sheet on page 113 of their Module. The results will be the number of elements, out of a possible six, that their worksheet evaluator marked as "good." (After results from all four objective tests have been entered on the Rest Results Sheet, participants will tear the sheets out of the Modules and give them to you for the evaluation.)

10. Start the participants on the *Objective 2 Text,* using the same guidelines as in Objective 1.

11. Introduce the *Objective 2 Activity* and ask the participants to read the instructions for it. Explain that while the scripts have men's and women's names in them, for the most part, the sex of the member is irrelevant and so the sex of the role-player is irrelevant. Provide as much time as possible for experimenting with alternative responses. For many of the participants, this activity and the one in Objective 3 will be the most difficult and stressful, so you should attempt to provide as much practice time and reassurance as possible.

12. Introduce the *Competency Test for Objective 2* and ask the participants to read the instructions.

13. Use the *Objective 2 Techniques Checklist* and the *Objective 2 Scripts: Suggested Responses,* both located in the Appendix of this Handbook, to assess the participants' responses to the scripts. Keep in mind the overall goal of the responses and the need for flexibility when assessing them. Be aware of areas that seem to present difficulties for participants in recognition of, or response to, problems in a group process. This checking of participants' answer sheets can be done by an assistant workshop coordinator, during a break, or while participants are reading the next text section.

14. Begin the *Objective 3 Text.* Because this section contains a large amount of information, it may reassure the participants if you emphasize learning the role and non-role barrier types (and their interventions) with

the remaining text considered as secondary or background material.

As in the previous text section, you may wish to present a synopsis of the material, followed by a discussion of its content.

15. Introduce the *Objective 3 Activity* and ask the participants to read the instruction for it. In this activity, the emphasis should be on helping the participants create useful interventions. Encourage participants to help each other reword or otherwise revise weak responses into useful ones. Use the *Interventions Checklist* to help clarify this process in the participants' minds. Also use the *Barrier Identifications and Suggested Interventions* in this Appendix.

16. Have the participants read the instructions for the *Competency Test for Objective 3*. Be sure participants mark their Test Results Sheets.

17. Begin the *Objective 4 Text*. Discuss the several methods for obtaining feedback (given in the text) and elicit any additional methods from the participants. Keep a note on any method that seems viable, so that it may be incorporated into the activity and competency test checklists.

18. Introduce the *Objective 4 Activity* and ask the participants to read the instructions. Emphasize that this is a brief, informal instrument, not an all-encompassing plan. During the activity, keep the participants posted on the amount of time remaining for each portion of the activity.

19. Ask the participants to read the instructions for the *Competency Test for Objective 4* and look over the worksheet. Allow approximately 20 minutes for completion of the worksheet and another 20 minutes for checking the results and some discussion. The checklist is located on page in the Module. Be sure that the participants finish the Test Results Sheets, and that they hand them in to you.

20. *Wrap-up*. Briefly summarize the day's accomplishments and try to resolve any unanswered questions. Encourage participants to exchange names and addresses if their experience or settings indicate that future communication might be of mutual benefit for their professional development. Give your address to participants who wish to communicate with you or your institution with additional feedback or suggestions for workshop and module modifications.

APPENDIX

OBJECTIVE 1:

ACTIVITY:
WORKSHEETS FOR HYPOTHETICAL GROUP

COMPETENCY TEST:
CHECKLIST

HYPOTHETICAL GROUP #1

Participant's Name ____________________

Setting (e.g., high school) *Western South Central High School. 4-year public. Primarily academic with some vocational classes.*

Nature of Setting's Population (e.g., age range, common characteristics, special problems, etc.) *Ages 13-18 years. Primarily middle-income families. Average students; no severe disciplinary or learning problems with most of the students. Approximately 2/3 go on to junior or 4-year college; 1/3 seek employment.*

Time Allowances

1) Length of overall program (e.g., weeks, months) *1 semester*
2) Length of each session *50 minutes*
3) Frequency of sessions *3 days a week*

Structuring Elements:

Group Goals

State at least 3 specific goals (e.g., develop job interviewing skills) for your group and state at least 3 considerations (as discussed in the module) used to select those goals. (Different considerations are not required for each goal.)

Goal 1: develop student self-understanding about career needs, leisure needs, and needs as individuals. Provide self-understanding skills and experiences.

Goal 2: develop student decision-making skills about daily life and careers.

Goal 3: teach information and skills for completing job applications.

Goal 4: develop job interviewing skills (including role-playing interviews).

Consideration 1: students' needs: generally naive in self-understanding/ decision-making skills; most students will need skills for part-time and/or summer jobs, even if college-bound.

Consideration 2: prior work experience: most students have minimal formal work experience, thus little experience with job application and interviewing processes.

Consideration 3: length of time available: permits in-depth work in each goal area plus dealing with additional topics that may arise.

Consideration 4: educational level: students are capable of absorbing/using the information and skills presented.

Adequacy or Response: ____ Good ____ Weak (if weak, state why) ________

Group Member Selection

State at least 3 specific characteristics (e.g., no prior work experience) of selected members and at least 2 considerations used to choose those characteristics. (Different considerations not required for each characteristic.)

Characteristic 1: willingness to work in a group setting

Characteristic 2: expressed interest in learning "how to get a job"

Characteristic 3: willingness to learn more about self

Characteristic 4: minimal prior work/career guidance experience

Consideration 1: balance between member and group goals: Characteristics 2, 3, and 4 relate to Group Goals 1, 2, 3, and 4.

Consideration 2: motivation to participate: related to Characteristics 1 and 3.

Adequacy of Response: ____Good ____Weak (if weak, state why) ____

Group Norms

State at least 3 specific group norms (e.g., prior notice of expected absences) appropriate for your group.

(1) Prompt, regular attendance; (2) Common courtesy and respect toward all members; (3) Acceptance of group consensus in decisions; (4) Commitment to confidentiality; (5) Commitment to participate in a meaningful way for self and others.

Adequacy of Response: ____Good ____Weak (if weak, state why) ________

Discussion of Group Goals and Norms

State at least 3 specific items (e.g., elicit member comments) to be covered in such a discussion.

(1) Leader presents group goals.
(2) Leader presents member and leader responsibilities and limitations (norms).
(3) Leader elicits member comments and amendments to goals and norms.
(4) Leader seeks acceptance and commitment to goals and norms, as amended.

Adequacy of Response: ___Good ___Weak (if weak, state why) _____

Initiating the Group

State at least 2 specific tasks (e.g., discussion of group goals) that should be included in the initial group session.

(1) Introduction of leader and each member.
(2) Discussion of group goals and norms (as above).
(3) Facilitate a feeling of acceptance and rapport among members (activity?).

Adequacy of Response: ___Good ___Weak (if weak, state why) _____

Summarizing Group Sessions

State at least 2 specific items (e.g., clarify members' concerns) to be covered in concluding a group session.

(1) Summarize specific material and/or activities discussed.
(2) Summarize/clafify members' concerns and uncertainties.
(3) Preview topics for next group meeting.
(4) A closing cohesiveness activity (optional).

Adequacy of Response: ___Good ___Weak (if weak, state why) _____

HYPOTHETICAL GROUP #2

Participant's Name ____________________

Setting (e.g., high school) *State Juvenile Detention Facility*

Nature of Setting's Population (e.g., age range, common characteristics, special problems, etc.) *Age range: up to age 21. All male juvenile offenders. Many with inadequate educational experiences, low self-esteem, and lack of motivation. Some with significant disciplinary problems. Some have had prior work experience. Most are more concerned with gaining vocational rather than academic skills.*

Time Allowances

1) Length of overall program (i.e., weeks, months, etc.) *3 months*
2) Length of each session *1 1/2 hours*
3) Frequency of sessions *2 times a week*

Structuring Elements:

Group Goals

State at least 3 specific goals (e.g., develop job interviewing skills) for your group and state at least 3 considerations (as discussed in the module) used to select those goals. (Different considerations are not required for each goal.)

Goal 1: teach overview of vocational education options and resources.

Goal 2: teach information and skills for completing job applications (with a record)

Goal 3: develop job interviewing skills

Consideration 1: students' needs: inmates need knowledge and skills to become self-supporting upon release from facility (often a parole requirement).

Consideration 2: educational level: lower academic ability suggests stressing practical rather than academic goals.

Consideration 3: special needs: increased ability to secure training and a job will improve self-esteem and perhaps lower recidivism rate.

Adequacy of Response: ____Good ____Weak (if weak, state why) ______

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Group Member Selection

State at least 3 specific characteristics (e.g., no prior work experience) of selected members and at least 2 considerations used to choose those characteristics. (Different considerations not required for each characteristic.)

Characteristic 1: Primarily interested in learning practical information Over academic information

Characteristic 2: Good prognosis for self-sufficiency upon release (based on individual interview, previous record, age, prior work experience, etc.).

Characteristic 3: Willingness to work in a group setting.

Consideration 1: Balance between member needs and group goals (Characteristic 1 relates to Group Goals 1, 2, and 3).

Consideration 2: Motiviation (Characteristics 2 and 3).

Adequacy of Response: ____Good ____Weak (if weak, state why) ____

Group Norms

State at least 3 specific group norms (e.g., prior notice of expected absences) appropriate for your group.

(1) Prompt and regular attendance.

(2) Common courtesy and respect for others.

(3) Commitment to participate in a meaningful way for self and others.

(4) Acceptance of group consensus in decisions.

(5) Confidentiality

Adequacy of Response: ____Good ____Weak (if weak, state why) ______

Discussion of Group Goals and Norms

State at least 3 specific items (e.g., elicit member comments) to be covered in such a discussion.

(1) Leader presents group goals.
(2) Leader presents member responsibilities and limitations (norms).
(3) Leader elicits members' comments and amendments to goals and norms.
(4) Leaders seeks acceptance of and commitment to goals and norms as amended.

Adequacy of Response: ____Good ____Weak (if weak, state why) ____

Initiating the Group

State at least 2 specific tasks (e.g., discussion of group goals) that should be included in the initial group session.

(1) Introduction of leader and members.
(2) Discussion of group goals and norms (as above).
(3) Facilitation of feeling of acceptance and rapport among members (Activity?).

Adequacy of Response: ____Good ____Weak (if weak, state why) ____

Summarizing Group Sessions

State at least 2 specific items (e.g., clarify members' concerns) to be covered in concluding a group session.

(1) Summarize material and information presented.
(2) Summarize problems and concerns presented by members.
(3) Preview topics for next group meeting.
(4) Closing cohesiveness activity (optional).

Adequacy of Response: ____Good ____Weak (if weak, state why) ____

Objective 1 Competency Test
Checklist

Instructions: Using the following checklist, evaluate the worksheet you have received. In the case of the first two structuring elements (goals and member selection), you will be looking for the required number of reasons listed under these respective headings below. (The nature of these elements, coupled with the variety of possible settings, makes it impossible to judge the goals or member characteristics themselves.) If a reason seems too vague or perhaps inappropriate, mark it and then ask the opinion of the workshop leader when s/he solicits questions after the checking period. For the remaining four sets of responses, you will be looking for specific examples appropriate for each element (i.e., specific examples of norms). (These elements are, generally speaking, applicable to most groups, regardless of the particular setting.) At the end of each section of this checklist are spaces to write in any additional structuring considerations that are offered in the course of the workshop discussions.

Checklist:

Group Goals: Reasons for Selection

1) members' expressed needs
2) educational level of members
3) developmental level of members
4) special needs of special populations
5) prior work and/or career guidance experiences of members
6) career patterns of member population
7) amount of time available (per session and total)
8) ____________________
9) ____________________

Group Member Selection: Reasons for Selection

1) balance between member needs and group goals
2) capacity of members to participate
3) motivation of members to participate
4) ____________________
5) ____________________

Group Norms: Examples

1) prompt, regular attendance
2) common courtesy and respect for others
3) acceptance of the group consensus in decisions
4) commitment to confidentiality
5) commitment to achieving goals for self and others
6) ____
7) ____

Discussion of Group Goals and Norms: Examples

1) present group goals and norms
2) present member responsibilities
3) present leader responsibilities and limitations
4) elicit comments, questions, and possible variations from members
5) elicit acceptance and commitment to goals and norms, as amended
6) ____
7) ____

Initiation of Group: Examples

1) introduction of leader and members
2) discussion of and commitment to group goals, norms, and responsibilities
3) demonstrating interest and acceptance by leader
4) ____
5) ____

Summarizing Group Sessions: Examples

1) review information and skills learned
2) clarify issues and concerns of members
3) preview topics for the next meeting
4) ____
5) ____

OBJECTIVE 2:

TECHNIQUES CHECKLIST
AND
SCRIPTS: SUGGESTED RESPONSES

Objective 2 Techniques Checklist

Instructions: This checklist is to be used as a guide for facilitating and assessing the appropriateness of responses presented by workshop participants in demonstrating their skill at promoting participation, trust, and respect among group members. The following is a list and brief description of the types of responses possible, as presented in the text. The adequacy of a particular response will be judged by whether or not it can be identified as one of these types. If a response doesn't seem to fit one of these types, the workshop may discuss it as a group to evaluate its usefulness for that particular situation. One of the primary goals of this module section is to learn about and develop techniques for promoting participation, trust, and respect. Therefore, the final criteria of adequacy of a given response should be how well it does promote these processes. Thus, flexibility is important in the application of this checklist.

Techniques:

Note: Attending behaviors (non-verbal communications such as those discussed on page 38) are generally appropriate for use with any of these response techniques and are not listed separately. Hopefully, participants will be able to incorporate them into the particular response technique they offer, but using or failing to use them will not be a criterion for satisfaction of the objective.

Active Listening (Text, page 38) -- *reflective listening* -- brief, periodic summarizing of speaker's thoughts and feelings.

Avoid Value Judgments (Text, page 39) -- allow for and create an atmosphere permitting expression/discussion of a variety of viewpoints; discourage judgmental activity of other members.

Validate Members' Concerns (Avoid Minimizing) (Text, page 41) -- use reflective listening and minimize strong value judgments; permit some exploration of the concern before shifting emphasis or priority.

Reinforce Desired Behaviors (Text, page 42) -- praise and/or express appreciation for desired behaviors.

Model Desired Behaviors (Text, page 43) -- set a good example; demonstrate/suggest an effective communication tool, for a member to experiment with.

Minimize the Hub Effect (Text, page 43) -- redirect interactions away from leader, among members.

a) *encourage clarification* -- facilitate members seeking clarification of vague material just expressed by another; ask a member to summarize for the others his/her understanding of some material just discussed.

b) *encourage sharing* -- facilitate members' exchanging information and experiences among themselves; encourage members to ask others directly for their opinions, etc.

Additional Techniques for Promoting Participation, Trust, and Respect -- Use this space to note other techniques for possible future use.

Objective 2 Scripts: Suggested Responses

Instructions: Following are 20 possible response types and specific verbal responses, keyed by number, for the 15 activity scripts and 5 competency test scripts in the participants' modules. These are only suggestions and are not meant to be the criteria for assessing achievement of this objective. (That checklist is on page in this coordinator's handbook.) As coordinator, you may wish to use these suggestions in a discussion of the variety of possible response and response types available for the situations depicted by the scripts.

Activity Scripts

#1 - Reinforce desired behaviors

Possible response: George, you really are taking the initiative in trying to solve your own problems. And Allison seems interested in your method, too. What do the rest of you think? Might that be useful for any of you?

- -

#2 - Active listening

Possible response: It sounds like you already know your primary area of interest, but you're wondering if the extra time in a four-year college would be worth it to you in developing your career?

- -

#3 - Minimize the Hub Effect (encourage clarification)

Possible response: You're right, Denise. But maybe Nancy's job and classes aren't working that wav. Why don't you ask Nancy to explain why she feels there's a conflict?

- -

#4 - Avoid value judgments

Possible response: Art, I have talked with older workers and younger ones who agree with you. And I've talked with people from both groups who don't. Why don't we look at the arguments for both sides?

- -

#5 - Model desired behavior

Possible response: I can see how that's upsetting you. Perhaps if you tried writing down the ideas and arguments from each point of view, it would help clarify the issues and make it easier to make a decision.

- -

#6 - Active listening

Possible response: It sounds as if you're in a bind, torn between getting a free education in a field of little interest to you and having to struggle to earn enough money to buy an education that you'd really like to have.

- -

#7 - Minimize the Hub Effect (encourage sharing)

Possible response: Steve, it sounds as if Andy has found one way that he can use the scores to his benefit. How about asking him to explain how he did that? And perhaps others will share their experiences with you, too.

#8 - Validate members' concerns

Possible response: Yes, Jay, I agree that dressing well is important in an interview; Everyone wants to look nice to the prospective employer. But if you were interviewing an applicant for a job, what things would you want to know about that you couldn't tell from the person's dress?

#9 - Avoid value judgments

Possible response: I'm curious about what kinds of alternatives interest you that you'd like to try instead. Would you share some of these with us?

#10 - Minimize the Hub Effect (encourages clarification)

Possible response: I agree, Annette. One of the things we can do in this group is help people decide what they really want to do. Perhaps you can ask Jim to talk more about his conflict.

#11 - Model desired behavior

Possible response: Joan, before you answer, let's let Cheryl finish what she was saying. It sounded as if she had been through a similar experience and might have some good insights to contribute.

#12 - Reinforce desired behaviors

Possible response: That's a good idea, Dick. I'm glad you recognize that it's important to get a variety of opinions and to consider them all.

#13 - Avoid value judgments

Possible response: That's interesting to hear, Karl. Can you tell us what it is about supervising people in a military setting that especially appeals to you.

#14 - Minimize the Hub Effect (encourage sharing)

Possible response: I agree. It's a difficult situation. But perhaps if you ask some of the others in the group who have gotten jobs, despite their records being known, you'll be able to get some ideas you can use yourselves.

#15 - Validate members' concerns

Possible response: Well, I can certainly see why you are feeling responsible for the car, especially when you father is being so generous with you. But perhaps you can take the bus for a few days and have the car repaired while you're at work.

- -

Competency Test Scripts

#1 - Active listening

Possible response: It sounds as if you like the challenge the new responsibilities are bringing you but you're concerned that your work assignments may surpass your training.

- -

#2 - Reinforce desired behaviors

Possible response: I'm glad to hear you asking for suggestions. Let's see what kinds of ideas the others have.

- -

#3 - Model desired behaviors

Possible response: Well, Dan, rather than just getting my opinion on this, I would encourage you to ask some of the group members for their opinions, so you can get several different reactions to your conflict.

- -

#4 - Minimize the Hub Effect (encourage sharing)

Possible response: Well, Lisa, it sounds as if your experience might be helpful to Bob. Would you mind sharing it with him?

- -

#5 - Validate members' concerns

Possible response: Let's talk about Sally's concern. Hers isn't a line of thinking we're hearing much these days, but it certainly is a valid one.

- -

OBJECTIVE 3:

INTERVENTIONS CHECKLIST
AND
SCRIPTS: SUGGESTED INTERVENTIONS

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Objective 3 Interventions Checklist

Instructions: This checklist is to be used as a guideline for assessing the appropriateness of verbal interventions made by workshop participants in response to the observation and identification of barrier roles and behaviors. The following is a list and brief description of the types of interventions possible, as discussed in the text. The adequacy of a particular intervention may be judged by whether or not it can be identified as one of these types. If an intervention doesn't seem to fit one of these types, ask for clarification of the participant's intent. Some general discussion of the response may be called for to evaluate its overall appropriateness for the barrier. One of the primary goals of this section of the module is to learn about and develop effective interventions for barriers. Therefore, the final criterion of adequacy of a given intervention should be that it deals in a positive, effective manner with the problem at hand. Thus, be flexible in applying this checklist.

Types of Interventions:

Note: Most of these types of interventions can be applied directly by guidance personnel or indirectly as a result of responses elicited from other group members. For the purposes of this exercise, either approach by a participant is valid.

Questioning the reason for disruptive comments or behaviors; asking how the comments/behaviors relate to the topic at hand (Text, page 68).

Pointing Out the results of a member's disruptive behavior; a mild form of confrontation without direct reproach (Text, page 68).

Direct Confrontation of the disruptive behaviors, which includes a direct reference to the behavior and a specific request to discontinue it (Text, page 69).

Extinguishing by

a) *ignoring* the distracting remark or behavior and remaining focused on the positive events occurring in the group.

b) *cutting off* the disruptive member's behavior and immediately returning to the member who was speaking, without giving the disruptor time to respond (Text, page 69).

Objective 3 Scripts: Barrier Identifications and Suggested Interventions

Instructions: Below are the 20 barrier identifications with possible interventions for the 15 activity and 5 competency test scripts in the participants' module. They are keyed by number to those scripts. As is discussed in the instructions for the scripts, the coordinator must remain flexible in assessing the adequacy of the intervention types offered by the participants. The interventions should fall into one of the types described on the accompanying Interventions Checklist. The final criterion for adequacy is the effectiveness of the intervention in dealing with the barrier. As will be noted on the following identification sheets, some barriers may be correctly identified in more than one way. Alternative identifications are shown in parentheses immediately following the main identification. The name of the Possible Intervention used is provided at its conclusion.

Activity Scripts:

#1 Aggressor

Possible intervention: That is a valid concern, Jane. Have you thought about other options? Where else might you be able to use a teaching credential? (ignoring)

#2 Individual speaks for another individual

Possible intervention: Terry, how do you feel that Fred is speaking for you? Did he understand what you are really trying to say? (pointing out)

#3 Approval seeking

Possible intervention: Louise, you looked over at Carolyn both before and after your statement. Is it important to you to have Carolyn approve of your ideas? (pointing out)

#4 Passive resistor

Possible intervention: Tina, how does it make you feel when Cindy talks and tosses paper airplanes while you're talking about something that's important to you? (pointing out)

#5 Blocker

Possible intervention: Peter, it seems that every time the group is discussing an idea, you condemn it or change the subject. You don't seem to think the journal is a good idea. What, specifically, is it you don't like about the journal? (pointing out)

#6 Afraid they'll hurt another's feelings (Martyr)

Possible intervention: It sounds like you're afraid you'll hurt his feelings. Are you afraid he won't be able to handle what you have to say to him? (questioning)

#7 Non-participant

Possible intervention: Louise, you don't seem to want to be involved in what's going on. We've discussed this several times before. Perhaps you need to reconsider whether you really want to be in the group at this time. (direct confrontation)

#8 Monopolizer (Rambling; member focusing on matters beyond group's scope)

Possible intervention: Zeke, your comments are interrupting what Jane is trying to work on. Jane, can you tell us how you have dealt with your parents' attitudes on this issue in the past? (cutting off)

#9 Assigns responsibility (Martyr)

Possible intervention: Rather than blaming the bus schedules or your housemate's partying, I'm wondering what changes you feel that you can make in your life that will get you to work on time? (pointing out)

#10 "I'll wait and it will change"

Possible intervention: Every time you've told us about your job dissatisfaction, it's been the same theme: You don't like something, but you're unwilling to make any effort to change it. If you don't feel that you are willing to affect some changes in your situation to get what you want in your job, then I wonder if there's any point in your being in this group. (direct confrontation)

#11 Dominator

Possible intervention: Carmen, you seem pretty sure that you have all the answers. I think it will be helpful to Sue to hear a variety of opinions, so that she can make the choice that is best for her. (direct confrontation)

#12 Discrepancies

Possible intervention: Chris, you sound determined to apply for the job, but you seem to know very little about it. I'm wondering if you've really thought through your decision. (pointing out)

#13 Martyr (Discrepancies)

Possible intervention: I'm wondering, Simon, why you keep asking the group for their suggestions when you find an excuse for not using any of them? It sounds to me like getting that information from the library isn't really that important to you. (pointing out)

#14 Rambling (Monopolizer)

Possible intervention: Allen, you seemed to have a comment to make about what Leo was saying. Can you tell us briefly how your situation is related to Leo's? (questioning)

#15 Aggressor

Possible intervention: John, your comments are interrupting what Mary was talking about. When she is through, then we can come back to talk about your point of view. Mary, what are some other things about that job that appeal to you? (cutting off)

Competency Scripts

#1 Recognition seeker

Possible intervention: George, do you realize that you interrupted Frank in the middle of his sentence. Frank, what was it that you did like about that department store job? (cutting off)

#2 Member focuses on matters beyond scope (griping session) (assigning responsibility)

Possible intervention: Jack, that really isn't an appropriate topic for the group because it's not something the group can really do anything about. Perhaps it would be more appropriate to talk about it in an individual meeting after the group is over. (pointing out)

#3 One member speaks for everyone (Dominator)

Possible intervention: Marilyn, you seem to be speaking as if everyone in the group feels the same way you do. I'm wondering if anyone feels differently? (pointing out)

#4 Blocker

Possible intervention: Anna, you often seem to have a lot of doubt about what we're doing here even though you agree in the consensus to talk about these topics. Perhaps you need to reconsider whether you still feel committed to the group and its goals. I suggest that you think about it and we can talk about it after the group is over today (pointing out)

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#5 "I've always been that way" (Martyr)

Possible intervention: Cliff, it seems that for every opportunity offered you to improve your work situation, you've decided that you've always been that way and so it's pointless to try to change. I feel that that attitude is going to hurt your work career, and I would like to see you actively explore just how motivated you really are to improve it in this group. (pointing out)

OBJECTIVE 4:

COMPETENCY TEST
CHECKLIST

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Objective 4 Competency Test

Checklist

Instructions: Using the following checklist as a reference, evaluate the Competency Test Worksheet you have received. To be considered complete, the checklist must have responses in all of the blank spaces both in the setting description and for each of the six methods chosen. The following guidelines should be used to determine the adequacy of responses in each of the areas.

Setting to be evaluated: The title or description should be clear enough to leave no doubt as to its general function.

Nature of setting's population: Responses should address all of the items suggested on the worksheet and may include additional information. Enough information should be provided to give a fairly specific understanding of the setting.

Name of the method: This should be a method discussed in the text or introduced in a workshop discussion as an additional appropriate feedback method.

> Methods using member input: members' journals, rating sheets, rehash, open-ended questions, critical incidents.
>
> Methods not using member input: tape/video-tape recordings, co-leader critiques, observer critiques, guidance personnel's journals, guidance personnel's critical incidents, evaluation meetings

Target(s) of method: Responses should be as specific as possible on the information, activity, exercise, leadership quality, or other aspect of the group to be assessed. (For example: "self-improvement exercises" is too vague, but "role-playing job interviews" is specific.)

Timing: At what point will the method be used (soon after using the item to be assessed or at the end of the group program)? How frequently will it be used (just once or at regular intervals to chart changes in quality or usefulness)?

Specific questions/topics: Are there a minimum of three for each method? Are they clearly worded as questions or specific topics for discussion? If they are open-ended questions, will the intent and scope of the questions be clear to the responding group member?

For any response that seems inadequate, indicate with a brief note why you feel it is inadequate. Discuss it with the workshop coordinator after finishing the checklist.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: ____________________

WORKSHOP DATES: ____________________

WORKSHOP COORDINATOR(S): ____________________

____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
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Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) ______________________________ Date ______________

Module Title ____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

CONSORTIUM

RESOURCES

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell
2. Program Development Model
   Charles Dayton and H. B. Gelatt
3. Assessing Desired Outcomes
   Charles Dayton
4. Assessing Current Status
   Phyllis DuBois
5. Establishing Program Goals
   Charles Dayton
6. Specifying Student Performance Objectives
   Laurie Harrison
7. Selecting Alternative Program Strategies
   H. B. Gelatt
8. Specifying Process Objectives
   Barbara Pletcher
9. Developing Program Staff
   Barbara Pletcher
10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung
11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman
12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg
14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg
15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk
16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
    Susan L. McBain

18. Helping Students Explore Work and Leisure Options
    Pamela G. Colby

19. Planning a Career Resource Center
    Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
    Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
    Clarence Johnson

22. Planning Pre-Employment Programs
    Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
    Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
    Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
    Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
    Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
    Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
    Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
    Juliet V. Miller

30. Developing Effective Public Relations
    Norman C. Gysbers

31. Developing and Conducting In-Service Programs
    Al Stiller

32. Providing Leisure Information in the Career Resource Center
    Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
    Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
    Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
    Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
    Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
    Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
    Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
    Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
    Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
    Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
    Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
    Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
    Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
    Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
    Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
    Lee Winocur

48. Consulting in the Area of Career Guidance
    Tom Quinn

49. Planning Collaborative Career Guidance Projects
    Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
    Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
    Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
    Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler